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Editorial

Dear Readers. We are pleased to present the December 2024 issue of the *MLS-Inclusion and Society Journal*, which reflects on the transformation of inclusive education, a topic that concerns us all. This issue is composed of four contributions, in which, through research, reflections and systematic reviews, relevant issues in the educational field are addressed.

Continuous teacher training is presented as a fundamental pillar in this process, and our first article addresses this need with depth and clarity. Michele Aparecida Cerqueira Rodrigues, from Logos University International (Florida), presents a systematic review in the article *“Teacher training from the perspective of inclusive education: a systematic review.”* The complexity and evolution of educational methodologies require teachers not only to keep up to date, but also to become researchers and reflective in their practice. Here, the pedagogical coordinator emerges as a key figure, responsible for structuring training courses that respond to the needs of the school community. This article highlights the importance of sharing experiences and reflecting on pedagogical practices, essential elements for building meaningful knowledge. A relevant finding of the research is the lack of contact with inclusive education in initial teacher training, a challenge that demands attention and more research. Through a systematic review of articles published between 2012 and 2022, we identified methodologies that favor critical and collective training, with a focus on the development of reflective teachers. This approach not only enriches educational practice, but also promotes more meaningful interaction among educators. The trend toward subjective-interpretive methodologies highlights the need for training that not only imparts knowledge, but also fosters collaboration and joint problem solving. In this sense, the article invites us to rethink the role of the teacher, transforming him/her into an active agent of change in the classroom.

In the second article, *“Human rights protection mechanisms in Honduras: tools for the protection of human rights defenders,”* Edwin Alexander Álvarez Norales of the International Iberoamerican University (Mexico) presents a study that analyzes, through a qualitative approach, the effectiveness of the human rights protection systems in Honduras and their impact on the security of human rights defenders, using interviews, case analysis, etc. To highlight the conclusions reached in this manuscript, referring to the ineffectiveness of the National Protection Mechanism due to lack of resources and lack of trust in State institutions. This situation makes its ability to protect those engaged in protecting fundamental rights very limited. On another front, it is important to state that, although some improvements have been made, it is essential that international collaboration be intensified to foster important and sustainable transformations in the field of human rights in Honduras. To ensure the protection and well-being of human rights defenders in Honduras, it is essential to correct the shortcomings of the current protection system, encourage the participation of civil society and improve international cooperation. Only through these comprehensive efforts will it be possible to create a more secure and favorable environment for the defense of human rights in the nation.

In the article *“Indigenous cultural education for non-indigenous people: pedagogical proposal for the appreciation of diversity and implementation of Law No. 11.645/2008,”* its author Clayton Ferreira dos Santos Scarcella, of the Universidad Europea del Atlántico (Santander, Spain), offers us a pedagogical intervention carried out in a public school in São Paulo, the Centro

Municipal de Capacitação e Treinamento Professor Lenine Soares de Jesus, in São Paulo, with the objective of reducing ethnocentrism and ethnic prejudice through the education of indigenous culture. To this end, various methodologies and actions were combined, such as research, storytelling, virtual visits to indigenous villages, indigenous art, indigenous cuisine, debates and the creation of educational games. The results, obtained through qualitative research using the technique of participant observation, demonstrated gradual changes in the attitudes of the students in relation to the indigenous theme, evidencing the need for longitudinal studies to evaluate the long-term impacts on the local community and professional environment in which these graduates are inserted. The intervention revealed that significant cultural transformations require time and continuity, suggesting the importance of broader educational programs and the involvement of the school community.

Finally, Angélica Ralil Velázquez (International Iberoamerican University, Mexico), María Elena Pérez Ochoa (Universidad Internacional de Valencia, Spain) and Óscar Ulloa Guerra (International Iberoamerican University, Mexico), show us *“The digital portfolio as a self-regulatory resource implemented by university teachers on students with personal educational needs: a systematic review.”* The purpose of this study is to analyze the use of the digital portfolio as a resource linked to self-regulated learning by university teachers and, on the other hand, to review the experience and satisfaction of students with educational needs regarding the use of this tool. For its analysis, we worked with 18 articles published between 2018 and 2022, comprising a temporal variability between the years 2018 and 2022. The conclusions reached are interesting, as they show how the portfolio is a tool that fosters self-regulated learning, enriches the teaching experience and reduces barriers inside and outside the classroom. Both teachers' and students' reflections favor its use, mentioning that it provides self-reflection, self-efficacy, autonomy and also helps continuity in the achievement of teaching-learning objectives. Highlight how students with educational needs benefit from the use of the digital portfolio, since it is a means by which they overcome barriers in their educational process. By way of discussion, important challenges are identified, such as ongoing teacher experience, training and planning, thus demonstrating the bidirectional potential of this tool to enrich both teaching and learning in inclusive classrooms.

As we move forward in this issue, we hope that each article will inspire our readers to adopt a critical-reflective perspective in their educational practice. Continuing education is not only an obligation, but an opportunity to build a more inclusive and equitable future in education.

We invite you to immerse yourself in the pages of this issue, where each contribution is a step towards improving our practices and a commitment to inclusion in society.

Editor in Chief

Dra. María Jesús Yolanda Colmenero Ruíz

Teacher training from the perspective of inclusive education: a systematic review

A formação de professor na perspectiva da educação inclusiva: uma revisão sistemática

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ABSTRACT

Keywords:

continuing education, teacher, inclusive education, pedagogical coordinator.

The continuing education of teachers is necessary in view of the complexities and evolution of educational methodologies. In this sense, the pedagogical coordinator plays a crucial role in structuring these training courses, considering the profile of the target audience and the school community. It is important to promote the exchange of experiences and encourage reflection on pedagogical practices. The aim is to train investigative and reflective teachers, building substantial knowledge. The lack of contact with inclusive education in initial training is a challenge, requiring more research to support teacher training. This work aims to identify the main methodologies used in the continuing education of teachers, analyzing individual and collective strategies, aiming at inclusive education. Through a Systematic Review, articles between the years 2012 to 2022, in Portuguese, English and Spanish, contained in the Redalyc and Google Scholar databases were analyzed. Among the 2,813 articles initially found, 14 that met the pre-established eligibility conditions were analyzed. About 46% of the analyzed data show a tendency towards continuous, critical and collective training, with a focus on the development of reflective teachers in which the subjective-interpretive methodology prevails, which favors the relationship between the facets of pedagogical work, the constitution of knowledge and the interference in the exercise of practice. Based on these reflections, continuing education should adopt a critical-reflexive perspective, promoting interaction among professors, sharing experiences and collaborative problem solving. The ideal is to boost educational research and transform the role of the teacher, resulting in more meaningful and effective teaching work.

RESUMO

Palavras-chave:

formação continuada, professor, educação inclusiva, coordenador pedagógico.

A formação continuada de professores é necessária diante das complexidades e evolução das metodologias educacionais. Neste sentido, o coordenador pedagógico desempenha um papel crucial na estruturação dessas formações, considerando o perfil do público-alvo e a comunidade escolar. É importante promover a troca de experiências e incentivar a reflexão sobre práticas pedagógicas. Deseja-se formar professores investigativos e reflexivos, construindo saberes substanciais. A falta de contato com a educação inclusiva na formação inicial é um desafio,

exigindo mais pesquisas para embasar as capacitações de docentes. Este trabalho tem como objetivo identificar as principais metodologias utilizadas na formação continuada de professores, analisando estratégias individuais e coletivas, visando a educação inclusiva. Por meio de Revisão Sistemática, foram analisados artigos entre os anos de 2012 e 2022, nos idiomas português, inglês e espanhol, contidos nas bases de dados Redalyc e Google Acadêmico. Dentre os 2.813 artigos encontrados inicialmente, foram analisados 14 que atendiam as condições de elegibilidade pré-estabelecidos. Cerca de 46% dos dados analisados mostram uma tendência a formações continuadas, críticas e coletivas, com foco no desenvolvimento de professores reflexivos nas quais prevalecem a metodologia subjetiva-interpretativa que privilegia a relação entre as facetas do trabalho pedagógico, a constituição dos saberes e a interferência no exercício da prática. Sob estas reflexões, as formações continuadas devem adotar uma perspectiva crítico-reflexiva, promovendo a interação entre os professores, compartilhamento de experiências e solução colaborativa de problemas. O ideal é impulsionar a pesquisa educacional e transformar o papel do professor, resultando em um trabalho docente mais significativo e eficaz.

Introduction

Provided for in the National Education Guidelines and Bases Law (LDBEN), continuing teacher training is seen as a necessity, especially with the exponential evolution of contemporary methodologies and complexities (Louzada, Martins & Giroto, 2015; Teixeira, Amorim, Lopes & Souza, 2018; Zanellato & Poker, 2012).

There is a great deal of diversity when it comes to higher education, so it is important to have continuing training focused on the needs and contexts of the school where the teacher is based. Therefore, one of the primary functions of the professional pedagogical coordinator is to structure and prepare these training courses considering the profile of the target audience and the school community (Louzada, Martins & Giroto, 2015; Oliveira & Chacon, 2013; Teixeira, Amorim, Lopes & Souza, 2018).

Therefore, the coordinator needs to pay attention to the methodologies and strategies applied during the meetings, allowing participants to question the pedagogical practices used in the classroom. Furthermore, depending on the organization of spaces and times within a training course, the exchange of experiences between peers may or may not be privileged (Louzada, Martins & Giroto, 2015; Teixeira, Amorim, Lopes & Souza, 2018).

Ideally, in order to embrace diversity through inclusive education, we want to build a professional teacher with an investigative and reflective profile. In this way, teachers will create substantial knowledge related to the topic during the training (Oliveira & Chacon, 2013; Zanellato & Poker, 2012).

According to Louzada, Martins and Giroto (2015), in terms of initial training, Brazilian teachers complain about the decontextualization of curricula and 70% say they had no contact with inclusive education during the course. It is therefore crucial to increase research based on the subject in order to support training professionals in the development of ongoing teacher training.

From this perspective, the research line Initial and Continuing Teacher Training is adopted. The research problem aims to find out which are the main methodologies used in continuing teacher training by pedagogical management, to work on issues related to inclusive education. The initial hypothesis is that pedagogical coordination tends to apply content exposition strategies to present topics related to inclusive education.

The aim of this work is to identify the main methodologies and strategies used during continuing teacher training applied by the pedagogical management, both individually and collectively. To this end, the basic types of training that exist will be characterized by creating categories of the methodologies found in the studies analyzed and describing the characteristics of the teachers as a result of the strategies applied.

Method

Originating in the medical sciences, a Systematic Review (SR) is a type of secondary study that aims to combine, evaluate and synthesize the results of independent studies. A question is used to define the data collection strategies (Cordeiro, Oliveira, Rentería & Guimarães, 2007). Thus, this approach makes it possible to verify in the published articles a linearity that promotes reflective and inquisitive teacher training.

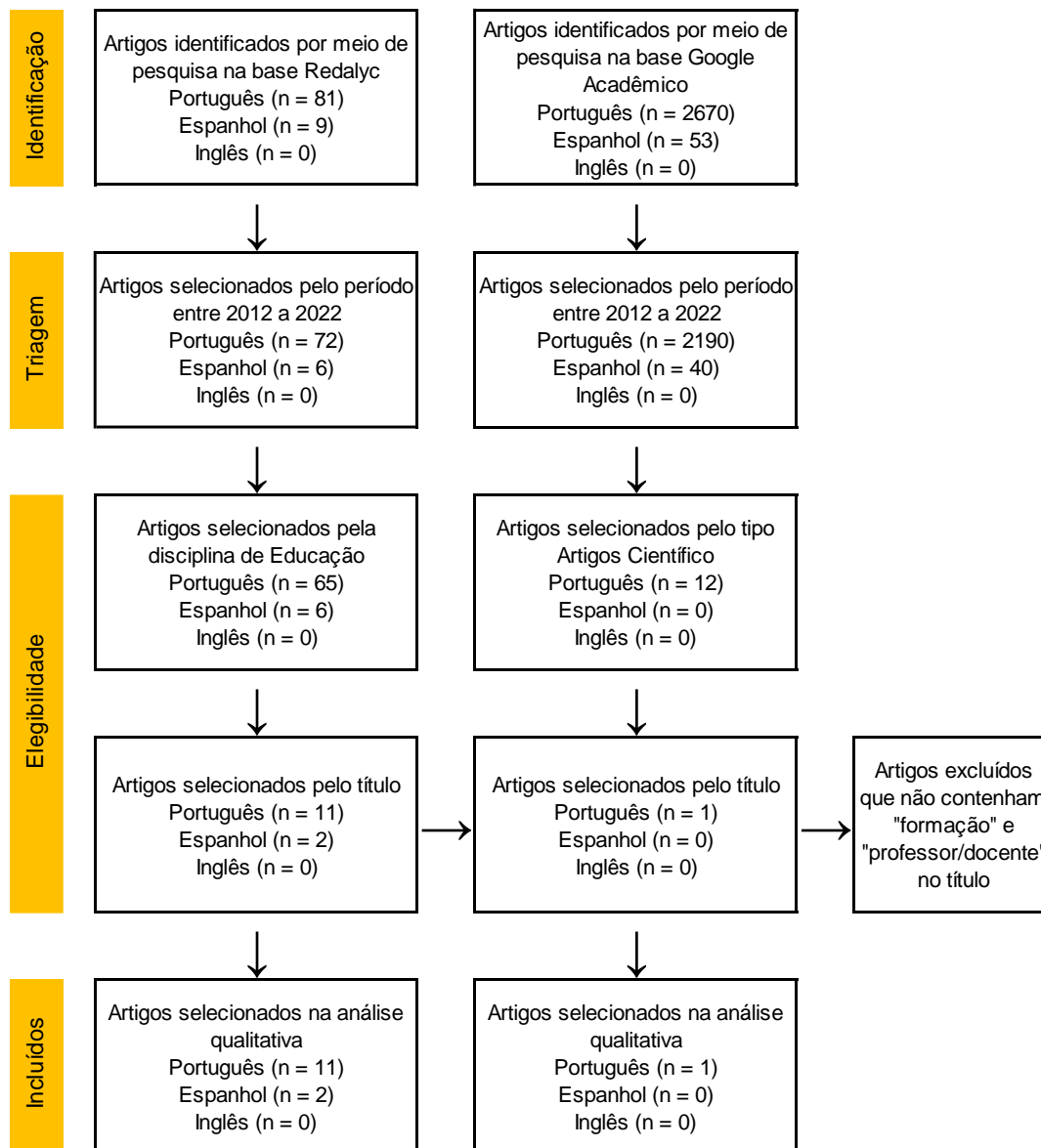
To this end, the method called Principal Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) will help systematize and analyze the data in order to produce estimates. The PRISMA recommendation consists of a checklist containing 27 items (Galvão, Pansani & Harrad, 2015). The data collection process and list will be analyzed based on main

categories (teacher, methodology, research, learning and training) and subcategories created from different authors.

The databases used were Redalyc and Google Scholar, since they have a vast presence of relevant articles in the languages covered: Portuguese (PT), the author's mother tongue, and English (ING) and Spanish (ES) in order to increase the scope of the research. The keywords selected were searched in the three languages mentioned.

Figure 1

PRISMA flowchart of the selected articles



Note. Prepared by the author (2024)

The time frame considered was the last five years, from 2012 to 2022, because despite the compulsory nature of subjects dealing with inclusive education in initial teacher training, the diversity of contexts requires continuous training. To achieve the purpose of the research, the terms “inclusive education”, “pedagogical coordination”, “continuing education” and “teacher” were used, extracted from the focus field of this study with the help of the Boolean operator AND.

In Portuguese, we used the terms "formação continuada" AND "professor" AND "educação inclusiva" AND "coordenador pedagógico", em inglês utilizou-se "continuing training" AND "teacher" AND "inclusive education" AND "pedagogical coordinator" e, em espanhol, "formación continua" AND "profesor" AND "educación inclusiva" AND "coordinador pedagógico" In addition, language filters have been added to searches.

Initially, 90 articles were found on Redalyc in December 2022 and, after screening and meeting the eligibility criteria, 71 articles remained. In Google Scholar, the search resulted in 2723 review articles published in the pre-established period, leaving 12 in Portuguese and 2 in Spanish (Figure 1).

The 14 articles included in the meta-analysis prioritized the keywords previously described. Based on these results, the articles were checked against the initial question and hypothesis. The final selection criteria began with (1) analysis of the title, excluding those that did not contain "training" and "teacher", (2) the incidence of keywords in the text and (3) the presence of the theme of inclusive education (Table 1).

Table 1

Articles included

Article	Base	Author	Year	Title
1	Redalyc	Miriam Santana Teixeira, Antonio Amorim, Mariana Moraes Lopes, Amilton Alves de Souza	2018	O coordenador pedagógico como articulador da formação de professores e de sua identidade profissional
2	Redalyc	Daniella Zanellato, Rosimar Bortolini Poker	2012	Formação continuada de professores na educação inclusiva: a motivação em questão
3	Redalyc	Rayssa Maria Anselmo de Brito, Eduardo Jorge Lopes da Silva	2021	A interseccionalidade dos estudos da EJA, Educação Inclusiva e Formação Docente: um estado do conhecimento
4	Redalyc	Karlane Holanda Araújo, José Melinho de Lima Neto	2017	O pacto nacional pelo fortalecimento do ensino médio: limites e possibilidades da formação e atuação docente no campo da educação inclusiva
5	Redalyc	Danúsia Cardoso Lago, Dulcéria Tartuci	2020	Consultoria colaborativa como estratégia de formação continuada para professores que atuam com estudantes com deficiência intelectual
6	Redalyc	Anna Augusta Sampaio de Oliveira	2018	Encontro entre Educação Especial e Educação Inclusiva: a formação de professores-mediadores na área da deficiência intelectual
7	Redalyc	Ana Paula Zerbato, Enicéia Gonçalves Mendes	2021	O desenho universal para a aprendizagem na formação de professores: da investigação às práticas inclusivas
8	Redalyc	Anna Augusta Sampaio de Oliveira, Miguel Claudio Moriel Chacon	2013	Formação em educação especial no brasil: retrospectiva e perspectiva contemporânea
9	Redalyc	Aline Tamires Kroetz Ayres Castro, Andrea Cristiane Maraschin Bruscato, Denice Aparecida Fontana Nisxota Menegais, Elizabeth Diefenthaler Krahe	2014	A formação continuada de professores e a prática da sala de aula
10	Redalyc	José Mendes Fonteneles Filho, Francisca Geny Lustosa	2018	Inovação pedagógica, inclusão e interculturalidade na formação de professores em pedagogia e magistério indígena na Universidade Federal do Ceará
11	Redalyc	Evani Andreatta Amaral Camargo, Maria Inês Bacellar Monteiro, Ana Paula de Freitas	2016	Trabalho docente no contexto da inclusão: formação continuada com enfoque colaborativo
12	Redalyc	Sandra González Miguel, Cristina Mayor Ruiz, Elena Hernández de la Torre	2019	Obstáculos y necesidades en la trayectoria formativa y profesional del profesor mentor principiante
13	Redalyc	Juliana Cavalcante de Andrade Louzada, Sandra Eli Sartoreto de	2015	Formación de profesores en la perspectiva de la educación inclusiva en Brasil

Article	Base	Author	Year	Title
14	Google Scholar	Oliveira Mar, Claudia Regina Mosca Giroto Bárbara Amaral Martins, Miguel Claudio Moriel Chacon	2019	Autoeficácia docente e Educação Especial: revisão da produção de conhecimento nacional e internacional com ênfase na formação de professores

Note. Prepared by the author (2024)

Through bibliographic research, categories and subcategories of the main actors found in the process of continuing teacher training were created in order to detect regularities in the selected studies.

Table 2

Categories for analysis

Category	Subcategory	Indicators	Authors
Professor	Teacher behavior manager	Traditional learning	Borges, 2001
	Reflective teacher	Cognitive learning	Fagundes, 2016
	Research professor	Contextualized learning	
Methodology	Psycho-cognitive	Structuring knowledge Contextualization	Borges, 2001; Ferreira, Santos and Costa, 2015
	Subjective-interpretive	The relationship between the facets of pedagogical work The constitution of knowledge Interference in the exercise of practice	
	Curriculum	The influence of the curriculum on teaching practice	
	Professional	Teacher producer of knowledge	
Research	Process-product	Teacher knowledge Teacher behavior management	Borges, 2001; Ferreira, Santos and Costa, 2015
	Cognitivist	Teacher thinking Reflective teacher	
	Interactionist-subjectivist	Teaching history Teacher researcher	
Learning	Individual	Self-training lecture	Ferreira, Santos and Costa, 2015
	Press conference	Workshop Seminar Study groups	
Training	Classic	Self-training lecture	Ferreira, Santos and Costa, 2015
	Review	Workshop Seminar Study groups	

Note. Prepared by the author (2024)

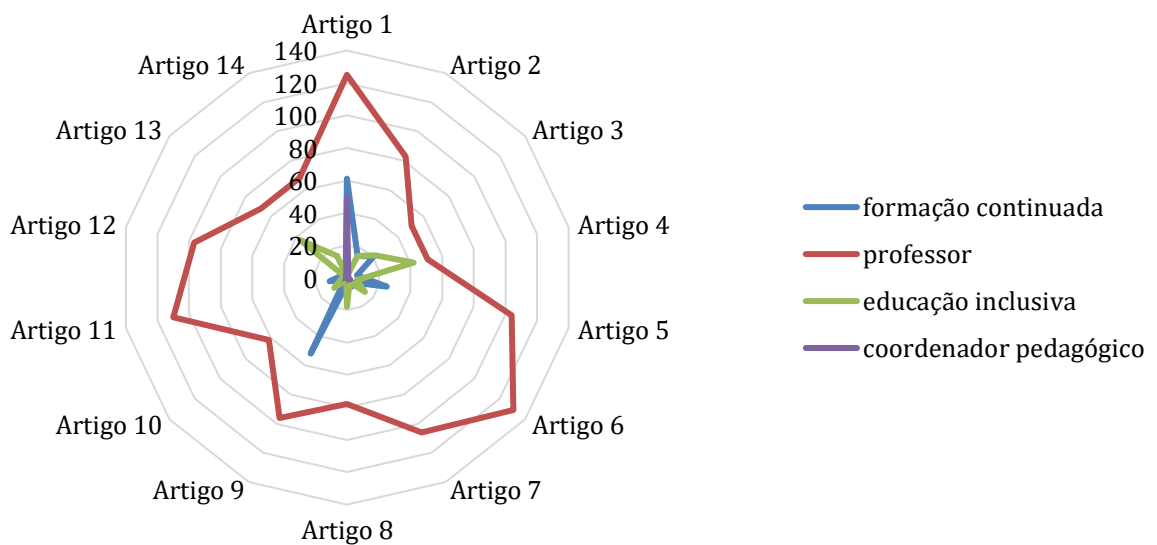
Results

The initial interest is in checking the methodologies applied during continuing teacher training. It is hoped that the studies analyzed will show a preponderance of training courses aimed at preparing reflective-researcher teachers, where teachers' thinking and history are taken into account.

In this way, learning allows the student to play a leading role, enabling the content presented in the classroom to be given meaning and context and forming subjects in an integral way. This is also true of the articles studied, as they emphasize the importance of the teacher in the learning process itself (Figure 2).

Figure 2

Incidence of keywords in articles



Note. Prepared by the author (2024)

The aforementioned factor is observed when searching for keywords (Figure 3) in the length of the articles. The term teacher appears in 1230, which represents 72.5% of the overall sum. Followed by "continuing education" with 12.9%, "inclusive education" with 11.11% and "pedagogical coordinator" with 3.5%.

Figure 3

Number of keywords



Note. Prepared by the author (2024)

The surveys had a sample of 425 people, divided into teachers (93.2%), pedagogical coordinators (4.2%), undergraduate students (1.6%), scientific initiation scholarship holders (0.2%) and researchers (0.7%). Among the articles based on bibliographic research, the sample included articles (40.7%), theses (0.5%), dissertations (1.6%) and course syllabuses (57.1%) (Table 3).

Table 3
Characteristics of the articles included

Article	Title	Instrument	Sample	Population
1	The pedagogical coordinator as an articulator of teacher training and professional identity	Field research with semi-structured interviews	16	Pedagogical coordinators from Salvador's municipal education network working in Youth and Adult Education (EJA)
2	Continuing teacher training in inclusive education: motivation in question	Questionnaire	105	Regular school teachers from the São Paulo municipal school system
3	The intersectionality of YAE studies, Inclusive Education and Teacher Training: a state of knowledge	Bibliographical research	4	Articles, theses and dissertations
4	The national pact to strengthen secondary education: the limits and possibilities of teacher training and action in the field of inclusive education	Bibliographical research	-	-
5	Collaborative consultancy as a continuing education strategy for teachers working with students with intellectual disabilities	Collaborative research	6	Goiás state school teachers
6	Encounter between Special Education and Inclusive Education: the training of teacher-mediators in the field of intellectual disability	Questionnaires, descriptive comments and field diary entries	220	Specialist teachers from the São Paulo Municipal Education Network
7	Universal design for learning in teacher training: from research to inclusive practices	Collaborative research	17	Basic education teachers and undergraduate students
8	Special education training in Brazil: retrospective and contemporary perspective	Historical retrospective	-	-
9	Continuing teacher training and classroom practice	Qualitative descriptive research using a questionnaire	24	Teachers from the municipal public elementary school system in the city of Porto Alegre in Rio Grande do Sul
10	Pedagogical innovation, inclusion and interculturality in teacher training in pedagogy and indigenous teaching at the Federal University of Ceará	Bibliographical research of ethnographic notes	-	-
11	Teacher work in the context of inclusion: continuing education with a collaborative approach	Meetings with filming and field diary reports	27	Elementary school teachers from a public school, pedagogical coordinators, scientific initiation scholarship holders and researchers
12	Obstacles and needs in the training and professional path of the novice mentor teacher	Self-presentation guides, biograms and critical incidents	10	Beginning mentor teachers
13	Teacher training from the perspective of inclusive education in Brazil	Consult curriculum matrices	104	Degree courses in the humanities, biological and exact sciences at Brazilian public universities
14	Teacher self-efficacy and Special Education: a review of national	Systematic review	74	Articles

Article	Title	Instrument	Sample	Population
	and international knowledge production with an emphasis on teacher training			

Note. Prepared by the author (2024)

When studying the selected publications, one can see a concern related to the initial or continuing training of teachers to meet the demands arising from school spaces due to the diversity of student profiles, as can be seen from the data shown in the table (Table 4).

Table 4

Relevant data

#	Authors	Relevant data
1	Teixeira, Amorim, Lopes and Souza, 2018	Educational managers need to recognize the importance of their role as facilitators of continuous teacher development, prioritizing the school as the ideal space for this training. It is essential to look for strategies to involve the school community, building an environment of positive relationships and contributing to an emancipatory and autonomous pedagogical practice.
2	Zanellato and Poker, 2012	The results showed that the teachers enrolled in the specialization course have motivation related to their career stage, professional performance and educational background. Many had contact with inclusion during their initial training and are seeking further training in the area. It is important to create public policies and partnerships to subsidize training courses and programs in the different areas of disability, with a view to quality inclusive education.
3	Brito e Silva, 2021	We conclude that teacher training at the intersection of Youth and Adult Education and Special Education is under-researched, but essential for inclusive education. There is an urgent need to bring school realities and inclusive challenges into training contexts, through investments that foster truly inclusive Youth and Adult Education.
4	Araújo and Neto, 2017	The teacher training program of the National Pact for Strengthening Secondary Education does not adequately address inclusive education, restricting teachers' discussions and limiting access to scientific knowledge. It is essential to rethink and update the program to prepare teachers and pedagogical coordinators to meet the special needs of students, promoting an inclusive education that breaks with the segregated and exclusionary model.
5	Lago and Tartuci, 2020	It was concluded that the initial and ongoing training of teachers needs to be rethought in order to promote inclusive education. The participants agreed that a collaborative course is more effective in meeting the demands of school inclusion, involving teachers, management and administrative teams. This training encourages the reconstruction of professional training, strengthening autonomy and the critical and emancipatory perspective of the teaching role.
6	Oliveira, 2018	The reports and descriptions of the study reveal the challenges faced by schools and the Brazilian education system due to the precarious economic situation in some regions, affecting family and school relationships. Specialized teachers play an important role, and the training made it possible to discuss educational problems in the wider context and to consider both the particularities of intellectual disability and general changes beneficial to all.
7	Zerbato and Mendes, 2021	Training strategies based on the principles of DUA and collaboration were effective in the initial and ongoing training of the participants. It is necessary to invest in new training models that allow professionals to experience these aspects during their training process. However, the lack of an inclusive culture in schools often prevents teachers from changing their practices, even after acquiring new knowledge. Despite this, the training program contributed to the participants' efforts to ensure the education of students with special needs. It is important to reflect on new models of teacher training that are more contextualized and diverse.
8	Oliveira and Chacon, 2013	The lack of a unified policy and proposal for special education training in Brazil has resulted in the construction of different models. This creates a risk, because any model can be considered valid. It is important that political and administrative bodies establish training guidelines, respecting the autonomy of institutions, but also ensuring that teachers are trained to deal with the complexity of inclusive and special education. Contributing to fair and egalitarian educational systems, promoting the development of students' higher psychological abilities, as demonstrated by Vygotsky.

#	Authors	Relevant data
9	Castro, Bruscato, Menegais and Krahe, 2014	This preliminary study shows that changes occur in pedagogical practices and in the construction of knowledge when teachers seek continuing education. However, quality is not guaranteed through this training alone, due to issues of salary, resources and career plans. Brazilian educational legislation recognizes the importance of continuing education for valuing education professionals. It is essential that teachers improve their teaching practice and seek continuing training, developing new skills to improve their teaching.
10	Filho and Lustosa, 2018	It reaffirms the idea that cultural diversity, inclusion and innovation are essential elements for building quality education. The experience with indigenous peoples and people with disabilities shows the importance of resistance and overcoming in the search for rights. Inclusive education requires structural changes, the elimination of physical barriers and an appreciation of diversity. Public universities have a responsibility to combat historical social exclusion and contribute to equal opportunities. The effective inclusion of students requires measures of permanence, participation and protagonism. Transforming universities into inclusive spaces is a challenge that requires discussion and action.
11	Camargo, Monteiro and Freitas, 2016	It was observed that collaborative work helped teachers to reflect on their actions with these students. During the meetings, the researchers highlighted the teaching practices already carried out by the teachers, encouraging them to focus on possibilities rather than limitations. The study revealed challenges in teacher training and a lack of dialogue between specialized professionals and teachers. In addition, the constant external demands interrupted collaboration. It is necessary to strengthen collaborative work and offer theoretical and practical support to teachers in order to promote school inclusion. The research highlights the importance of collaboration between teachers and university researchers, who discuss issues related to teaching students with disabilities. It is essential to overcome limited views of disability and adopt forward-looking teaching approaches based on historical and cultural perspectives.
12	Miguel, Ruiz and Torre, 2019	The results show that the findings respond to the training and professional needs of novice mentor teachers, in line with the general objective of the study. The research questions addressed the educational and professional backgrounds of novice mentors, the dedication to mentoring and the professional needs encountered in practice, and the obstacles in the mentors' professional and educational trajectories. They were identified needs for ongoing training and institutional support to strengthen the figure of the mentor.
13	Louzada, Martins and Giroto, 2015	Based on the results found, the operation of inclusive education systems is a challenge for education professionals. The main objective is to guarantee access and permanence for all students, regardless of their socio-economic, ethnic-racial, gender and cultural diversity. It is necessary to overcome the barriers that make educational spaces inefficient and to value the potential of students, including those with disabilities. Teachers need to be trained and work collaboratively to develop an accessible curriculum. In addition, public policies and teacher training must be in line with legislation and promote educational quality. Formative evaluation and quality indicators are important to drive the necessary transformation.
14	Martins and Chacon, 2019	Teachers' self-confidence, motivation and effort are essential for the inclusion of students with disabilities, global disorders or high abilities. Few Brazilian studies have investigated teacher self-efficacy and Special Education from an inclusive perspective, without addressing teacher training. In the international context, studies show that training can increase teacher self-efficacy, especially when there is theory-practice integration. Vicarious experiences in initial and continuing training can strengthen self-efficacy, providing the acquisition of new skills based on successful inclusive situations.

Note. Prepared by the author (2024)

When analyzing the profile of the publications in the context of the categories, only one production did not meet the requirements and made categorization impossible due to the methodology model adopted. Thus, the production of the authors Martins and Chacon (2019) was left out of the results (Table 5).

Table 5

Works by category

Category	Subcategory	Quantity	Articles
Professor	Teacher behavior manager	5	1, 3, 8, 12, 13
	Reflective teacher	6	2, 4, 5, 7, 9, 11
	Research professor	2	6, 10
Methodology	Psycho-cognitive	3	2, 5, 10
	Subjective-interpretive	5	3, 7, 9, 11
	Curriculum	2	4, 8
Research	Professional	3	1, 6, 12
	Process-product	4	1, 4, 12, 13
	Cognitivist	6	2, 3, 5, 7, 8, 9
Learning	Interactionist-subjectivist	3	6, 10, 11
	Individual	3	1, 8, 12
	Press conference	10	2, 3, 4, 5, 6, 7, 9, 10, 11, 13
Training	Classic	4	1, 2, 3, 8
	Review	9	4, 5, 6, 7, 9, 10, 11, 12, 13

Note. Prepared by the author (2024)

Discussion and conclusions

The school is an environment where there are different actors, among the main ones are the management, the teachers and the students. From a hierarchical point of view, the management's role is to promote the improvement of teachers through ongoing training, whether inside or outside the school environment. There are cases in which managers seek partnerships with third sector organizations or higher education institutions, or provide training based on their own experiences. The articles were analyzed based on five categories: teacher, methodology, research, learning and training.

The approaches adopted in continuing training

In general, continuing education has a classic approach, characterized by the transfer of knowledge without taking into account the experience and knowledge acquired by teachers, as well as their training needs, or a critical approach that seeks to offer teachers training that promotes reflection on their practice, problem-solving based on their reality and development through collaborative processes (Ferreira, Santos & Costa, 2015).

In this sense, critical approaches prevailed in 69% of the articles, in which training is based on school experiences and contexts, prioritizing reflective cycles through the analysis of educational data, official documents, curricula and bibliographic research (Castro, Bruscatto, Menegais & Krahe, 2014; Amaral, Bacellar & Freitas, 2016; Araújo & Neto, 2017; Filho & Lustosa, 2018; Oliveira, 2018; Miguel, Ruiz & Torre, 2019; Lago & Tartuci, 2020; Zerbato & Mendes, 2021). However, the classic approach is still perceived, in 31% of the articles, when training courses are developed with little consistency, without dialog or moments of reflection where activities pre-established by the Education Departments prevail (Zanellato & Poker, 2012; Teixeira, Amorim, Lopes & Souza, 2018; Brito & Silva, 2021). In the case of research with

the strands of literature review or analysis of higher education, both approaches are conceived (Oliveira & Chacon, 2013; Louzada, Martins & Giroto, 2015).

Teaching methodologies

In addition to the type of approach, there is the methodology applied during the training sessions. In this way, we used the theories listed by Borges (2001): the psycho-cognitive, which emphasizes the mental structuring of knowledge; the subjective-interpretative, which highlights phenomenological and symbolic aspects of knowledge; the curricular, which examines how knowledge influences teaching practice; and the professional, which recognizes teachers as producers of practical knowledge, adapting to the constantly changing realities of teaching (Borges, 2001; Ferreira, Santos & Costa, 2015).

Most of the articles, 38% of the total, contain the subjective-interpretive approach in which teachers play an essential role in the quality of education, learning from both practice and theory through critical reflection on experience (Castro, Bruscatto, Menegais & Krahe, 2014). For Louzada, Martins and Giroto (2015), the provision of teacher training should review the educational process, focusing on improving learning conditions to promote educational quality for all students, including those with disabilities, global development disorders and high abilities, overcoming the barriers that make them inferior and inefficient in educational spaces.

The biggest challenge encountered in building collaborative training is the lack of dialogue between specialized professionals and school teachers, as well as the shortage of time to deal with complex issues such as the literacy of students with disabilities, requiring approaches that go beyond discussions with teachers (Camargo, Monteiro & Freitas, 2016). Brito and Silva (2021) show that there is an urgent need to invest in continuing training which, by being aligned with school practice and realities, becomes a space for reflection and the promotion of new practices. Zerbato and Mendes (2021) present a proposal to use Universal Learning Design (ULD) as the focus of training where each meeting of the training program was adapted according to the demands and progress of the participants over eleven meetings, with continuous evaluation and replanning to meet the needs of the group, maintaining the objectives of the training and based on international studies.

On the professional side, with 23% of the articles, there is a concern about the continuing training provided by pedagogical coordinators, since it was observed during visits to schools and interviews with them that the practice in schools differs from what is indicated by theorists and legal documents. The majority of coordinators don't plan ongoing training for teachers, citing a lack of time and difficulty in engaging them. (Teixeira, Amorim, Lopes & Souza, 2018).

One way out of this problem would be the methodology of training teacher multipliers, also known as the pyramid strategy, which although little studied in the literature, is widely used in public health and education policies, with the aim of disseminating knowledge through teacher-mediators. (Oliveira, 2018). In this way, Miguel, Ruiz and Torre (2019) state that professional knowledge is differentiated and epistemologically constructed from the integration and transformation of diverse knowledge, know-how and conceptions from different sources. In addition, it is acquired by teachers through their own experience, accompanied by knowledge and conceptions, and is the basis of professional competence.

Psycho-cognitive theory is seen in 23% of the papers, one of which focuses on instruction with a priority on paradigm shifts in educational practices, based on the needs of students in the classroom. (Zanellatto and Poker, 2012). In another, more experienced volunteer teachers from different locations and higher education institutions offered classes and guided, as well as monitoring, the curricular activities carried out exclusively in an indigenous village (Filho & Lustosa, 2018). Finally, the configuration of educational consultancy was presented, in a collaborative way so that the experts could structure the training, semi-structured interviews were necessary in order to prioritize the real needs of the teachers (Lago & Tartuci, 2020).

Finally, the curricular approach, represented by 15% of the papers, is directly linked to the initial and continuing teacher training provided by higher education institutions, in which it is emphasized that teacher training for special education in Brazil is constantly evolving, influenced by national and international policies and, although there are different training instances, the states have sought to train teachers in accordance with the national inclusion policy, respecting the legislation and guaranteeing differentiated training (Oliveira & Chacon, 2013). To this end, the courses must emphasize the connection between theory and practice, based on the mastery of scientific and didactic knowledge, valuing the school as a space for continuous training and collective construction of the political-pedagogical project (Araújo & Neto, 2017).

Types of learning during training

Regarding the type of learning, it can be collective or collaborative, based on the principle of "learning with others", in which training is carried out in a group and with a collaborative approach, and can be carried out both face-to-face and online, and involves setting common learning goals and objectives for a specific group. And, individual, characterized by an individualizing and instrumental approach, in which the content is prepared by specialists and presented to teachers in group meetings, with little value being placed on the theoretical and practical knowledge that teachers already have in their experience (Ferreira, Santos & Costa, 2015).

Around 77% of the articles focus on collective learning, among which the São Paulo Department of Education promoted two continuing education courses related to deafness and intellectual disability for public school teachers (Zanellatto and Poker, 2012). Castro, Bruscato, Menegais and Krahe (2014) emphasize the importance of a teacher undergoing reflective training, as they tend to multiply these attitudes and actions with their students, resulting in reflective practice in pedagogical meetings, interviews with pedagogical coordination, training courses, class councils, among others, which leads to an active relationship in the search for solutions to problems and difficulties.

From this perspective, Louzada, Martins and Giroto (2015) emphasize that teacher training courses, both initial and continuing, should promote the appropriation of knowledge about current legislation, as well as the recognition of school problems and the limitations of initial training proposals in Pedagogy courses and other degrees. In addition, they must guarantee opportunities for constant updating, instruction in new methodologies and collective and interdisciplinary work, essential conditions for overcoming the fragmentation of disciplines, which are currently worked on in isolation.

Still with a view to collective learning, on some occasions different audiences take part in the training, including pedagogical coordinators, researchers and teachers, promoting a rich exchange of experiences. (Camargo, Monteiro & Freitas, 2016). However, attention must be paid to the suitability of the proposal for the public, plastered formations do not respond to existing gaps without debates on experiences (Araújo & Neto, 2017). Focusing training, for example, on existing documentation can be an interesting starting point. However, the agenda should be prepared collaboratively with teacher-mediators or external researchers (Oliveira, 2018; Lago & Tartuci, 2020; Zerbato & Mendes, 2021), with the possibility of a training proposal aimed at tackling local problems (Filho & Lustosa, 2018; Brito & Silva, 2021).

From an individual or instrumental point of view, 23% of the studies have this characteristic. Although important, there are situations in which the coordinator's workload does not allow for adequate training, and it has been found that these professionals do not develop consistent and effective training actions with EJA teachers, do not promote collective moments of reflection on pedagogical practice and are more involved with routine activities than with continuing training, facing resistance from some teachers (Teixeira, Amorim, Lopes & Souza, 2018).

However, a promising case of individual training is mentoring, in which the mentor teacher is defined as an experienced teaching professional, recognized for their teaching quality and intervention in innovation projects, who establishes a dyadic relationship with a novice teacher, providing guidance and advice (Miguel, Ruiz & Torre, 2019). Some works show that learning is mixed, collective and individual, depending on the type of activity carried out by the teacher, since the training has both face-to-face and online parts (Oliveira & Chacon, 2013).

Teacher-student profile

The actor in continuing education is the teacher, and depending on the type of learning applied, a professional profile is developed. Under this analysis, we have divided the category into three approaches: the behaviour manager teacher who acts as a manager of student behaviour, whose aim is to optimize the teaching process to obtain the best possible learning outcome and the training courses emphasize a set of teacher behavioural variables and their immediate effects on students; the reflective teacher who reflects on their own practice and devises strategies based on it, taking their school reality as an object of research, reflection and analysis, supported by tutored training and learning in action to train reflective professionals in these areas; and the researcher teacher who searches for the best way to teach and learn, like an artist who uses different materials to create more appropriate solutions, so training courses have the importance of recognizing teachers as subjects capable of experimenting in their practice and generating theories from it (Borges, 2001; Fagundes, 2016)..

The studies analyzed contain 46% in the reflective teacher category, the construction of the political identity of the teaching staff is strengthened in the new spaces, promoting reflections and discussions on specialized education for students with disabilities and driving the implementation of more effective public policies, evidencing the initiative and motivation of teachers to seek information and share reflections on practice through continuing education from the perspective of inclusive education, even paying for their own improvement (Zanellatto and Poker, 2012; Araújo & Neto, 2017; Zerbato & Mendes, 2021).

In this way, continuing education helps teachers to be reflective, promoting changes in their practices, allowing them to recognize and understand their difficulties, as well as develop strategies to overcome them (Castro, Bruscatto, Menegais & Krahe, 2014; Lago & Tartuci, 2017). It is therefore important to strengthen the teacher's power to act, helping them to identify difficulties and possibilities in teaching students with disabilities, enabling them to act in favor of teaching and their own training as educators, providing a more in-depth knowledge of the professional genre and its technical and semiotic tools (Camargo, Monteiro & Freitas, 2016).

In the teacher behavior management category, represented by 38% of the articles, the training provided by higher education institutions is aligned with the basic knowledge required for teacher training without meeting the specific needs of teachers (Oliveira & Chacon, 2013). Many courses have an archaic approach, in which content prevails to the detriment of experience (Louzada, Martins & Giroto, 2015), stifling teachers' professional trajectories and aiming for an approach that is not very inclusive and decontextualized (Teixeira, Amorim, Lopes & Souza, 2018). On the other hand, in individual training through mentoring, while the mentor creates content based on their experiences, the mentee exposes their anxieties in an attempt to resolve them (Miguel, Ruiz & Torre, 2019). In all cases, studies focused on teaching processes prevail (Brito & Silva, 2021).

The research professor, the ideal teacher profile, contributes 15% of the publications. This is seen in mentoring, in which the idea of the training is to multiply knowledge through teacher-mediators, disseminating it and intervening as a multiplier effect (Oliveira, 2018) and in training designed for a community and in order to meet the particular demands of a given region (Filho & Lustosa, 2018).

Focus applied to research

The analyses culminate in types of research: the process-product whose aim is to examine how teachers' actions during teaching affect students' learning; the cognitivist centred on cognitive aspects, thinking and the construction of schemas that recognizes the complexity of the teaching profession, which requires contextualized, interactive and speculative knowledge, being concerned with the processing of information and the processes of knowledge construction in teaching-learning; and the interactionist-subjectivist approach, which focuses on the individual as a being endowed with stories, who constructs the world in relation to others. Teaching is then seen as a form of symbolic interaction, in which subjects act depending on the meaning that knowledge has for them (Borges, 2001; Ferreira, Santos and Costa, 2015).

Around 46% of the studies are based on the cognitivist perspective, in which teachers seek information and reflect on educational practices, taking part in continuing training to meet the needs and demands of everyday school life, both inside and outside the classroom (Zanellatto and Poker, 2012; Oliveira & Chacon, 2013). Teachers play a fundamental role in the quality of education, as they learn from both practice and theory, critically reflecting on their experiences to improve their knowledge and professional performance (Castro, Bruscato, Menegais & Krahe, 2014; Lago & Tartuci, 2014).

From this perspective, the training of a reflective teacher needs to look at the subject's life story, as well as strengthening collaborative work (Brito & Silva, 2021). Therefore, collaborative training, based on the concept and principles of DUA, can promote inclusive pedagogical practices, reflection and the construction of new knowledge, aiming at the participation and learning of all, including Special Education students (Zerbato & Mendes, 2021).

In the 31% of articles within the process-product category, the need to guarantee the opportunity for constant updating, instruction in new methodologies and collective and interdisciplinary work stand out, essential conditions for developing the ability to overcome the fragmentation of disciplines, which are currently worked on in isolation (Louzada, Martins & Giroto, 2015). It is worth highlighting the prioritization of articulation between teachers and coordinators within the context of the work, through systematic meetings in the school, mediated by the study advisor (Araújo & Neto, 2017) in the format of reflection workshops, collaborative work or communities of practice, as they have proven to be formative and effective, allowing greater adherence to the reality of the teacher and promoting the legitimization, resignification or overcoming of their repertoires of practices in different school contexts.

In this way, teachers get together to study, analyze the curriculum, reflect and propose changes to the content being worked on, carrying out research and internal evaluations, favoring interaction in the workplace (Teixeira, Amorim, Lopes & Souza, 2018), bringing together experienced and novice teachers to provide the emotional and pedagogical support of an experienced mentor. (Miguel, Ruiz & Torre, 2019).

In the interactionist-subjectivist perspective, 23% of the works were categorized, revealing challenges mainly during collaborative training, partly due to the lack of dialogue (Camargo, Monteiro & Freitas, 2016). One way out of this is to promote training sessions with external experts, where discussions and analysis of the evaluation process and school procedures take place, as well as sharing experiences and online help desks to clarify and monitor staff difficulties (Oliveira, 2018). In addition, mentoring in partnership with higher education institutions helps teachers to see research as part of their daily professional life (Filho & Lustosa, 2018).

Based on these discussions, the research resulted in a training profile, which is not necessarily the most appropriate in the face of new discoveries in science. However, it is the most practiced among the studies presented here (Table 6).

Table 6

Works by category

Category	Subcategory	%	Articles
Professor	Reflective teacher	46%	2, 4, 5, 7, 9, 11
Methodology	Subjective-interpretive	38%	3, 7, 9, 11
Research	Cognitivist	46%	2, 3, 5, 7, 8, 9
Learning	Press conference	77%	2, 3, 4, 5, 6, 7, 9, 10, 11, 13
Training	Review	69%	4, 5, 6, 7, 9, 10, 11, 12, 13

Note. Prepared by the author (2024)

Since 2019, when Resolution CNE/CP No. 2 was promulgated, establishing the Common National Basis for the Continuing Education of Basic Education Teachers (BNC - Continuing Education), the program has been implemented in the states. It is based on three pillars: professional knowledge, professional practice and professional engagement. As a fundamental aspect, continuing teacher training aims to develop the skills needed for socially efficient performance and adequate qualifications for the job (Ruiz, 2022).

Given this scenario, the only caveat in the profile obtained is in the teacher category, which, despite the majority of training courses presenting it as reflective, still remains passive in its learning. The aim is therefore to deepen continuing training so that teachers understand the importance of seeking answers to their questions through scientific data.

In this sense, Fagundes (2016) argues that in the face of teachers' dissatisfaction with the lack of reciprocity between academic theory and classroom practice, movements such as the teacher researcher have emerged as innovative proposals aimed at boosting educational research and (re)configuring the role of the teacher, involving the understanding of educational phenomena, interculturality, plurality and collective reflection in search of better teaching work.

According to these studies, training should be from a critical-reflective perspective, committed to providing teachers with training that allows them to reflect on their practice, solve problems based on their reality and develop through collaborative processes. Thus, there will be great potential to transform teaching into a meaningful and contextualized practice, corroborating subjective-interpretive methodological practices, where the focus is on the teachers' personal relationship with their work, seeking to understand how this interferes with the way they teach.

The collaborative learning process, based on the principle of "learning with others", involves setting common learning goals and objectives for a specific group. Through workshops and seminars, management provides interaction between participants and the sharing of experiences and knowledge. In addition to the opportunity for discussion and problem-solving, with an internal or external expert acting as mediator.

In this way, teachers become aware of their practices based on cognitivist processes, centered on cognitive aspects, thinking and the construction of schemes. This provides recognition of the complexity of the teaching profession and, at the same time, demands contextualized, interactive and speculative knowledge, leading to concern about information processing and the processes of knowledge construction in teaching and learning.

Based on these motivators, reflection becomes part of teaching knowledge, where teachers reflect on their own practice and develop strategies based on it, taking on their school reality as an object of research, reflection and analysis. The next step is to allow moments to

encourage research, and based on reflections, the teacher will look for the best way to teach and learn, like an artist who uses different materials to create the most appropriate solutions. This highlights the importance of recognizing teachers as subjects capable of experimenting in their practice and generating theories from it.

Based on these reflections, it is proposed that research be carried out to encourage further training so that teachers become reflective and active in their learning, understanding the importance of educational research and (re)configuring their role, promoting interculturality and collective reflection in search of better teaching work, becoming researchers.

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Human Rights Protection Mechanisms in Honduras: Tools for the Protection of Human Rights Defenders

Mecanismos de protección de los derechos humanos en Honduras: herramientas para la protección de los y las defensoras

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ABSTRACT

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Human rights, safety mechanisms, Honduras, violence.

This article examines how human rights protection mechanisms function in Honduras and how they safeguard human rights defenders. The country has become one of the most dangerous for activists and human rights defenders due to the high incidence of attacks and killings. In this context, the study reviews current laws and public policies and their implementation, finding the challenges and opportunities for improving protection. A qualitative approach was used to conduct an in-depth review of legislation, national and international reports, and emblematic cases that illustrate the situation of defenders in the country. Additionally, comparisons were made between the protection mechanisms in Honduras and those of other countries in the region, such as Mexico and Colombia, to name best practices. This analysis is essential for understanding how the state can strengthen its commitment to human rights protection. The findings show a significant discrepancy between policy development and its execution, hindered by a lack of resources and institutional coordination. Despite legislative progress, significant obstacles are still in ensuring effective protection. It is concluded that the State must protect human rights defenders by

^a The keywords were taken from the UNESCO thesaurus.

improving law enforcement, including affected communities, and strengthening international cooperation.

RESUMEN

Palabras clave^b:

Derechos humanos, mecanismos de seguridad, Honduras, violencia.

Este artículo examina cómo funcionan los mecanismos de protección de los derechos humanos en Honduras y cómo protegen a los y las defensoras de estos derechos. El país se ha posicionado como uno de los más peligrosos para activistas y defensores de derechos humanos debido a la alta incidencia de agresiones y asesinatos. En este contexto, el estudio tiene el objetivo de explorar las normas y políticas públicas actuales y su implementación, mediante la identificación de los desafíos y las oportunidades para mejorar la protección. Para ello, se utiliza un enfoque cualitativo con el fin de realizar una revisión exhaustiva de la legislación, informes nacionales e internacionales y casos emblemáticos que ilustran la situación de los defensores en el país. Además, se llevan a cabo comparaciones entre los mecanismos de protección de Honduras y los de otros países de la región, como México y Colombia, con el objetivo de identificar prácticas buenas. En tal sentido, este análisis es esencial para comprender cómo el Estado puede reforzar su compromiso con la protección de los derechos humanos. Los hallazgos muestran una gran discrepancia entre la elaboración de políticas y su ejecución, afectada por la falta de recursos y coordinación institucional. A pesar de los progresos en la legislación, persisten obstáculos significativos para garantizar una protección efectiva. En ese orden de ideas, se concluye que el Estado debe proteger a los defensores de derechos humanos mediante la mejora de la aplicación de la ley, la inclusión de las comunidades afectadas y la cooperación internacional.

^b Las palabras clave se tomaron del tesoro de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO).

Introduction

The human rights crisis in Honduras is marked by the presence of violence and persecution of human rights defenders. As a result, defenders of the environment, indigenous and territorial rights, among others, have suffered threats, attacks and even homicides. Likewise, the increase in these cases in the last ten years has concerned international organizations, such as the Inter-American Commission on Human Rights [IACHR] (Inter-American Commission on Human Rights, 2021). In contrast, the Honduran government has established defense mechanisms in response to this situation, although they have been questioned for their ineffectiveness and lack of resources. Therefore, in order to understand their responsiveness to increasing threats, the objective of this article was to examine how these mechanisms are structured and function.

Honduras is considered one of the most dangerous countries for human rights defenders, especially for environmental and land rights defenders. More than 148 environmental defenders were killed in the country between 2012 and 2023, making the territory, according to Global Witness (2024), one of the deadliest places in the world. Impunity, corruption and lack of political will are the causes of this situation (Amnesty International, 2020).

Following increasing reports of violence against defenders, Honduras has implemented some protection mechanisms, such as the National Protection Mechanism for Human Rights Defenders, Journalists, Social Communicators and Justice Operators, established in 2015 under the Law for the Protection of Human Rights Defenders (Legislative Decree No. 34-2015).

Indeed, the purpose of this mechanism is to provide preventive and protective measures to people who are at risk due to their work. You can take measures such as physical protection, police accompaniment and legal action. However, its implementation has been ineffective due to lack of resources and lack of institutional capacity to provide a rapid and effective response (Human Rights Watch, 2021).

However, the mechanism has been criticized for several reasons despite its existence. First, there is a lack of financial and human resources to ensure the implementation of protection measures. In this regard, a report by the Office of the United Nations High Commissioner for Human Rights (OHCHR) in Honduras (2022) indicates that the funds allocated to the mechanism are insufficient to meet the needs of the beneficiaries. In addition, many advocates have pointed out that the protection provided is insufficient or late.

Secondly, most people have a distrustful attitude towards the organizations responsible for protection. In that sense, given that some of the threats come from state actors or groups linked to the government, many defenders see the security forces as part of the problem. As a result, the situation has led certain supporters to reject the proposed measures and to seek unofficial solutions such as self-exile.

For this reason, it is essential to modify and strengthen existing protection mechanisms. In order for the mechanism to be able to meet the requests of defenders at risk, the budget allocation must first be increased. In addition, it is essential to train and educate security forces and justice operators on human rights and the importance of defenders in society.

Accordingly, the creation of spaces for discussion between the government, civil society and human rights defenders is another important proposal to identify areas for improvement in the current mechanisms. To this extent, international organizations have suggested that defenders actively participate in the evaluation and monitoring of the protection measures implemented (Global Witness, 2024).

General Situation of Human Rights in Honduras

One of the most dangerous places in Latin America for human rights defenders is Honduras, especially for environmental, territorial and LGBTI rights activists. In this regard, Amnesty International (2020) stated that human and environmental rights defenders, as well as LGBTI activists, are victims of smear campaigns, criminalization, threats, aggressions and even homicides in an environment marked by impunity.

According to the 2022 annual report of the non-governmental organization Global Witness, deadly attacks against human rights defenders in Honduras are a serious problem. For this group, 14 murders were recorded that year, making the country the most lethal in the world per person. As a result, the worrying situation has led to the creation of the National Protection System in 2015, through Decree No34-2015, which established the "Law for the Protection of Human Rights Defenders, Journalists, Social Communicators and Justice Operators". It is important to note that the human rights of persons in defense are protected by this law.

However, reports from organizations such as Human Rights Watch (2021) indicated that the protection mechanism lacks adequate personnel and financial resources, making it ineffective. Moreover, instead of addressing the structural causes of the conflict, priority has been given to the implementation of reactive measures.

Additionally, a diagnosis issued by the Office of the United Nations High Commissioner for Human Rights (Office of the United Nations High Commissioner for Human Rights [OHCHR], 2019) identified more than 125 recommendations to strengthen the National Protection System, by highlighting the importance of ensuring sufficient personnel, financial autonomy and an agile operational structure. The report also stressed the importance of flexible financing to allow for adequate planning and ensure the continuity of system operations without interruptions.

For their part, Forst (2016), United Nations (UN) Special Rapporteur on the situation of human rights defenders, and Orozco (2016), IACHR Rapporteur on the Rights of Human Rights Defenders, called on the Honduran government to take prompt and effective measures to protect human rights defenders and ensure that they can carry out their work without fear of reprisals or violence.

In 2019, the UN rapporteur reiterated that Honduras was one of the most dangerous countries for human rights defenders in Latin America. In this regard, the Office of the High Commissioner for Human Rights (OHCHR) reported at least 120 attacks against human rights defenders, including 78 environmental and territorial activists, between January and August 2022. These defenders are often wrongfully accused of crimes such as theft or misappropriation to hinder their work (OHCHR, 2022).

According to the *in loco* visit of the Inter-American Commission on Human Rights (IACHR) conducted in 2018, high levels of poverty, inequality and exclusion have a disproportionate impact on women, indigenous peoples, Afro-descendants, LGBTI people and other vulnerable populations, worsening the human rights situation in the country (IACHR, 2018).

Finally, in 2023, the International Federation for Human Rights (FIDH) reported on a context of inequality and violence in Honduras, where the excessive use of force by authorities has caused unlawful killings, especially among youth, women, LGBTIQ+ people and human rights defenders.

Methodological

Research Design

This article used a qualitative approach to analyze the effectiveness of human rights protection systems in Honduras and their impact on the security of human rights defenders. That said, the main methodological components are presented below:

Documentary Review

A thorough review of official documents, reports from national and international organizations and regulations related to the protection of human rights in Honduras was carried out. Key documents include:

- The Law for the Protection of Human Rights Defenders, Journalists, Social Communicators and Justice Operators (Legislative Decree No. 34-2015).
- Reports from international organizations such as the Inter-American Commission on Human Rights (IACHR), Human Rights Watch, Amnesty International and Global Witness.
- National reports from the Office of the United Nations High Commissioner for Human Rights (OHCHR) in Honduras.

Accordingly, these documents established a basis for the analysis of current legal and political mechanisms, as well as the evaluation of discrepancies between theory and practice.

Case Analysis

Specific case studies reflecting the situation of human rights defenders in Honduras were selected to complement the documentary review. Emblematic cases such as those of environmental defenders, indigenous activists and justice operators were chosen. These cases allow us to observe how protection mechanisms are used and their effects.

Semi-structured Interviews

Although no direct interviews were conducted, this article is based on testimonies and previous interviews collected by human rights organizations and the media. The semi-structured interviews conducted by these organizations with human rights defenders in Honduras provide valuable qualitative information on the perceptions of the beneficiaries of the protection mechanism, its effectiveness and the challenges they face.

Comparative Analysis

An assessment was made of the similarities and differences between Honduras' security mechanisms and those of other countries in the region, such as Mexico and Colombia, which have similar systems. This helped identify good practices and lessons learned that could be applied in Honduras.

Limitations of the Study

It is important to note that this analysis was based on secondary sources, which means that the research relied heavily on information available in previous reports and studies. In addition, the ability to evaluate certain aspects of the mechanism's functioning is limited by the lack of access to updated data and direct interviews with key actors in Honduras.

Theoretical Framework

The principles of human rights and the international protection of human rights defenders serve as the theoretical basis for this article. The UN stated that human rights defenders are those who, individually or collectively, promote and protect universally recognized human rights. The UN Declaration on Human Rights Defenders (1998) stated that States must protect them. In this sense, it could be argued that the theoretical framework in Honduras is based on the theories of human rights governance, rule of law and transitional justice, which are essential elements for understanding the dynamics of protection.

From a human rights governance perspective, the State is supposed to establish institutional structures to protect fundamental rights. Transnational activist networks can influence the domestic politics of states, generating international pressure for stronger protection frameworks, according to Keck and Sikkink (1998). In this regard, the rule of law theory asserted that the protection of human rights depends on a strong legal system and an independent court. However, in Honduras there are significant gaps that hinder adequate protection.

In addition, the transitional justice approach is relevant in contexts such as Honduras, where violence and human rights violations have been present for a long time. To protect the most vulnerable people, including human rights defenders, transitional justice emphasizes the need for mechanisms of reparation, justice and non-repetition (Teitel, 2003).

The National System for the Protection of Human Rights Defenders in Honduras

The National Protection System for Human Rights Defenders, Journalists, Social Communicators and Justice Operators in Honduras is a tool created in response to the growing need to protect these groups, who face threats due to their work in defense of common and public goods. In this sense, this system seeks to guarantee the security and protection of defenders in the context of a country with high levels of conflict linked to the neoliberal and extractivist economic model that prevails in various regions. However, these defenders face risks such as persecution, violence and assassinations, many of them linked to political and economic interests that seek to exploit the country's natural resources (IACHR, 2022).

On the other hand, the regulatory framework that supports this system is found in the Law for the Protection of Human Rights Defenders, Journalists, Social Communicators and Justice Operators, especially Article 19, which establishes the State's obligations to guarantee adequate protection measures. In accordance with the above, the Secretariat for Human Rights is the lead entity that coordinates the system, and is supported by several key institutions for its operation (Secretariat for Human Rights, Justice, Governance and Decentralization, 2016).

System Structure

The National Protection System is made up of five main entities:

1. Secretary of Human Rights: It is the governing institution of the system, in charge of coordinating and supervising its operation.
2. General Directorate of the Protection System: It is in charge of the system's operability, managing protection measures and their implementation.

3. National Protection Council: It is a space for advice and participation involving both state institutions and civil society organizations. Its role is to supervise and propose improvements to the system.
4. Technical Committee: It is the body that issues and grants protection measures. Its composition includes representatives of the State and civil society.
5. Operational Instances: They include various units within the Human Rights Secretariat, such as the Case Reception Unit, the Risk Analysis Unit, and the Implementation and Monitoring Unit.

Each of these entities has specific roles in receiving complaints, analyzing risk, implementing precautionary measures, and following up on cases of defenders at risk.

Issues and Challenges

Despite its existence, the system faces important limitations in terms of resources and response capacity. The lack of an adequate budget, together with the administrative processes that must be followed according to the state contracting law, hinders the prompt implementation of protection measures. In addition, the irregular participation of some actors, such as the journalists' and lawyers' associations, reduces the effectiveness of the system.

Another significant challenge is the collusion of economic, political and criminal interests in some regions of the country, which increases the vulnerability of human rights defenders. These structural difficulties underscore the need for a comprehensive approach to combat the causes of violence and protect those who oppose the indiscriminate exploitation of natural resources.

Table 1

Entities comprising the National Protection System

Entity	Role
Secretariat of Human Rights	System Administrator
General Directorate of the Protection System	Operational coordination of protection measures
National Protection Council	Advisory and participatory body, including civil society
Technical Committee	It dictates and grants protection measures
Operating Units (General Management)	Case management, risk analysis, implementation and follow up

Note. Own elaboration.

Discussion and Results

According to the analysis, the effectiveness of protection mechanisms in Honduras is negatively affected by a series of structural and operational limitations. These are the main findings of the study in light of the theoretical framework and practical experiences:

Institutional and Financial Inadequacy

The lack of financial and human resources to guarantee adequate coverage is one of the main weaknesses identified in the protection mechanisms. The budget allocated to the National Protection Mechanism is limited, as noted by Amnesty International (2020) and OHCHR (2022), which hinders the effective implementation of preventive and protective measures for defenders at risk. To that extent, Honduras is in an unfavorable position compared to other countries in the region, such as Colombia, which has developed a more comprehensive and better resourced protection system (Human Rights Watch, 2021).

In this sense, the capacity of the State to comply with its international obligations to protect human rights is compromised by this institutional inadequacy from a human rights governance perspective. Therefore, the lack of resources is detrimental to defenders' confidence in institutions and fosters the idea that there is no punishment.

Lack of Confidence in State Institutions

The legitimacy and confidence of the Honduran State are at risk. Many human rights defenders see judicial authorities and security forces as part of the problem, making protection mechanisms less reliable. Numerous cases in which state actors have been accused of committing or facilitating violent acts against defenders have reinforced this perception. From the perspective of the rule of law, this represents a serious violation of the principles of impartiality and justice because the institutions that should guarantee the security of citizens are perceived as complicit in the violations.

Deficient Implementation of Protection Measures

The analysis of cases shows that the mechanism's protection measures are often late or inadequate for the level of risk faced by human rights defenders. According to the above, there have been cases in which physical protection measures, such as police accompaniment, were abruptly withdrawn for no apparent reason, increasing the risk for defenders. Transitional justice theory argues that these decisions not only violate their rights, but also maintain a cycle of violence and impunity that weakens the State's capacity to prevent future aggressions.

The case of Berta Cáceres, an environmental defender, is a clear illustration of the ineffectiveness of the protection system. Despite having received precautionary measures from the Inter-American Commission on Human Rights (IACHR), she was murdered at the age of 44 because of her opposition to a hydroelectric project promoted by the company Desarrollos Energéticos S.A. (DESA) (Sierra Club, 2020). Juan Lopez, a defender of the commons, was killed during a protection measure. In this regard, the IACHR and the Office of the Special Rapporteur on Economic, Social, Cultural and Environmental Rights (REDESCA) condemned his murder and asked the State of Honduras to carry out an exhaustive investigation of the facts, considering his role as a human rights defender as a possible motive for the crime (IACHR, 2024).

As a result, these cases show the vulnerability of environmental defenders in Honduras, despite the precautionary measures that should protect them. Consequently, the lack of state protection reinforces an environment of constant risk and exposes structural weaknesses in the protection system.

Regional Comparison and Lessons Learned

Significant differences can be observed in Honduras' security mechanisms compared to those of other Latin American countries. For example, Colombia has had a stronger protection program for human rights defenders and civil society has become more involved in the implementation of measures (International Federation for Human Rights, 2020). It could be argued that this demonstrates that the participation of defenders in the design and monitoring of protection mechanisms can be a key factor in improving their effectiveness. This could be applied to Honduras to achieve better results.

Table 2

Comparison of Protection Mechanisms for Human Rights Defenders, Journalists and Justice Operators in Honduras, Mexico and Colombia

Country	Name of the Mechanism	Main Challenges	Best Practices
Honduras	National System of Protection for Human Rights Defenders, Journalists and Justice Operators	Lack of resources, poor inter-institutional coordination, slowness in protection measures	Defined institutional structure, civil society participation
Mexico	Protection Mechanism for Human Rights Defenders and Journalists	Lack of resources, violence concentrated in specific regions	Use of technology for monitoring of defenders, civil participation
Colombia	Protection Program for Human Rights Defenders, Social Leaders and Journalists	High levels of violence, vulnerability of rural and Afro-descendant defenders	Rapid response teams, differentiated approach to high risks

Note. Own elaboration.

Comparative Analysis

The evaluation of security mechanisms in Honduras in relation to those of other countries in the region, such as Mexico and Colombia, shows both similarities and important differences, which may be useful for improving the effectiveness of the Honduran system. Despite being well organized institutionally, the National Protection System for Human Rights Defenders, Journalists, Social Communicators and Justice Operators in Honduras faces significant challenges in its execution. Indeed, the lack of adequate financial resources, the bureaucratic complexity of granting timely protection measures and the lack of inter-institutional coordination are some of these problems. In addition, the current situation of violence and criminalization of defenders of the commons, such as the case of Berta Cáceres and Juan López, demonstrates the ineffectiveness of the mechanism in high-risk situations, even when precautionary measures are applied.

However, Mexico has the Protection Mechanism for Human Rights Defenders and Journalists, which has been praised for its multi-level structure and its incorporation of civil society in decision-making. However, it also faces challenges similar to those of Honduras, such as the lack of resources and delays in the execution of actions. In Mexico, an additional problem is based on the high concentration of violence in certain areas, which hampers the state's ability to guarantee security in rural areas or areas controlled by organized crime. However, there is a good practice in Mexico of using technological tools to monitor the situation of defenders, which could be a valuable lesson for Honduras.

In this regard, the Protection Program for Human Rights Defenders, Social Leaders and Journalists in Colombia has become one of the most advanced in the region thanks to inter-institutional cooperation and the implementation of a unique approach that considers the risk of each beneficiary. Despite this, rural and Afro-descendant defenders continue to be the most affected by violence in Colombia. In this regard, it was determined that the creation of rapid response teams and the possibility of granting exceptional protection measures in high-risk areas is an important lesson that Colombia has learned, which has contributed to a decrease in the number of killings of defenders in some areas.

In summary, the mechanisms in Honduras, Mexico and Colombia share the need to provide comprehensive protection to defenders, agents of justice and journalists. However, disparities in execution and effectiveness indicate areas of improvement for Honduras. On the other hand, the integration of technology and the adoption of differentiated and rapid response

approaches are good practices that Mexico and Colombia can use to strengthen the Honduran system. These improvements could reduce the fragility of defenders and strengthen the State's capacity to deal with threats.

Role of the International Community

Finally, it was noted that Honduras has been driven by international pressure to carry out certain protection measures. However, this pressure has not been sufficient to effect significant structural transformations. In this regard, the IACHR and Human Rights Watch have helped to denounce violations, but greater collaboration between international actors, the State and local organizations is needed to strengthen existing protection mechanisms.

Table 3

Cases in the Individual and Collective Protection System Active (2024)

Type of Beneficiary	Individual Cases	Collective Cases	Total
Human Rights Defenders	72	630	702
Justice Operators	4	54	58
Journalists	2	2	4
Social Communicators	2	38	40
Total, Cases	80	724	804

Note. Own elaboration.

The distribution of individual and collective cases in the National Protection System for Human Rights Defenders in Honduras during the year 2024 is shown in Table 3. Human rights defenders, justice operators, journalists and social communicators are the four types of beneficiaries listed in the table. In total, the system protects 804 cases, of which 724 are collective and 80 individual.

Beneficiary Analysis

1. Human rights defenders: Of the total of 702 cases within the protection system, this group represents the majority (72 individual and 630 collective). This represents about 87.3% of all cases. The large number of collective cases (630) indicates that human rights defenders, particularly those protecting public and common goods, face significant threats that affect entire communities.
2. Justice Operators: Justice operators have 58 cases, of which 4 are individual and 54 are collective. Although these cases represent only 7.2% of the total, their sheer number indicates that the threats may be related to organized efforts in defense of justice.
3. Journalists and Social Communicators: There are 44 active cases of journalists and social communicators, with 4 journalists and 40 social communicators. Of the individual cases, 38 are of social communicators. This demonstrates the growing vulnerability of the press, especially community or rural media, which could be related to the coverage of corruption or territorial conflicts.

Discussion

- Inequality in Group Protection: The distribution of cases shows a strong concentration of efforts on human rights defenders, who are responsible for the

majority of cases under protection. This may indicate that defenders face more frequent or serious threats due to the nature of their work to protect collective rights and natural resources.

- **Collective versus Individual Risk:** Surprisingly, collective cases far outnumber individual cases. As a result, this shows that threats are not only directed at individuals, but also at communities or organized groups. In particular, human rights defenders appear to be exposed to structural vulnerability, especially in contexts of territorial conflicts and natural resource exploitation.
- **Implications for the Protection System:** The majority focus on collective cases indicates that the system needs specialized mechanisms to safeguard entire communities. The management of collective cases may require additional resources, inter-institutional coordination and implementation of public policies that not only provide protection, but also address the structural causes of threats.
- **Relationship between Threats and Sociopolitical Context:** The frequency of cases involving human rights defenders and social communicators demonstrates the need to understand the socio-political context of Honduras. In this regard, it appears that the criminalization of the defense of the commons, as well as the risks associated with media coverage of sensitive issues such as drug trafficking or corruption, are key factors in the exposure of these groups to threats.

Results

Analysis of the data reveals the following key findings:

1. **Weakness in the implementation of the protection mechanism:** The implementation of the National Protection Mechanism in Honduras presents significant deficiencies, mainly due to the lack of allocated resources and the low operational capacity of the responsible institutions. As a result, it was determined that distrust of the authorities, both on the part of human rights defenders and civil society in general, has weakened protection measures. Consequently, these factors have led to an inflexible system that does not respond to threats in a timely manner and puts beneficiaries at greater risk.

2. **Vulnerability of human rights defenders:** Despite the existence of protection mechanisms, human rights defenders, particularly those fighting for territorial and environmental rights, remain extremely vulnerable. The situation is aggravated by the high levels of violence and impunity in the country, as well as by the lack of political will and collusion between state and private actors. The cases of the murders of Berta Cáceres and Juan López, both of whom were environmental defenders and were protected by precautionary measures, highlight the serious shortcomings in protection.

3. **Lessons from other countries:** In comparison with Colombia and Mexico, good practices have been identified that could be implemented in Honduras. Therefore, civil society participation in the monitoring of protection mechanisms in Colombia has proven to be an effective strategy to ensure transparency and improve institutional response. Protection systems in these countries have also been strengthened through the implementation of a different approach for defenders facing high levels of risk and the creation of rapid response teams. Honduras could benefit from adopting these practices to strengthen its own system.

4. **More pressure needs to be exerted at the international level:** Although some improvements have been made, international collaboration remains essential to achieve

significant transformations in Honduras. In several cases, external pressure has been crucial to carry out investigations and punishments related to human rights violations. However, it is essential to strengthen global support to ensure that reforms are not limited to superficial improvements, but are transformed into meaningful and lasting transformations that adequately protect human rights defenders.

Conclusions

The current study has demonstrated several important facets that have an impact on the protection of human rights defenders in Honduras. The National Protection Mechanism was found to be ineffective due to lack of resources and lack of trust in State institutions. This situation makes its ability to protect those engaged in protecting fundamental rights very limited.

Human rights defenders, particularly defenders of territorial and environmental rights, continue to be vulnerable to alarming levels of risk despite the measures taken. Consequently, this vulnerability makes it necessary to implement more robust and effective strategies to ensure its security.

On the other hand, the experience of other countries, such as Colombia, indicates that the participation of civil society in the monitoring and follow-up of protection mechanisms could be a useful strategy to strengthen the system in Honduras. In addition, there are practices that prove effective in other contexts, such as the creation of rapid response teams and a different approach to high-risk individuals. Indeed, these methods not only improve the ability to respond to threats, but also promote greater accountability.

Although some improvements have been made, it is essential that international collaboration be intensified to foster significant and sustainable transformations in the field of human rights in Honduras. External pressure can help implement policies that protect defenders and their activities. Similarly, the large number of collective cases makes the National Protection System very challenging. For this reason, it is essential to strengthen this system by allocating additional resources and implementing policies that address the underlying causes of threats. In addition, given that journalists and social communicators are crucial to transparency and the reporting of abuses, their protection must remain a priority.

In contrast, to ensure the protection and well-being of human rights defenders in Honduras, it is essential to correct the shortcomings of the current protection system, encourage the participation of civil society and improve international cooperation. Only

through these comprehensive efforts will it be possible to create a more secure and favorable environment for the defense of human rights in the nation.

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Indigenous cultural education for non-indigenous people: pedagogical proposal for the appreciation of diversity and implementation of Law No. 11.645/2008

Educação cultural indígena para não indígenas: proposta pedagógica para a valorização da diversidade e efetivação da lei nº 11.645/2008

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ABSTRACT

Keywords:

Intercultural education, decolonial education, ethnic-racial education.

Intercultural and decolonial education is still a challenge in the Brazilian educational context, especially considering the implementation of Law 11.645/2008. This study analyzed a pedagogical intervention carried out in a public school in São Paulo, the Centro Municipal de Capacitação e Treinamento Professor Lenine Soares de Jesus, in São Paulo, with the objective of reducing ethnocentrism and ethnic prejudices through the education of indigenous culture. The methodology involved an intervention structured in seven stages, developed during a bimonthly qualification course in Informatics, including research and presentation, storytelling, virtual visit to indigenous villages, indigenous art, indigenous cuisine, debates and creation of educational games based on a literature review focused mainly on Brazilian and Latin American researchers with studies in the areas of ethnic-racial education, decolonial education and indigenous education. The results, obtained through a qualitative research using the technique of participant observation, demonstrated gradual changes in the attitudes of students in relation to the indigenous theme, evidencing the need for longitudinal studies to assess long-term impacts on the local community and the professional environment in which these graduates are inserted. The intervention revealed that significant cultural transformations require time and continuity, suggesting the importance of more extensive educational programs and the involvement of the school community.

RESUMO

Palavras-chave:

Educação intercultural, educação decolonial, educação étnico-racial.

A educação intercultural e decolonial ainda é um desafio no contexto educacional brasileiro, especialmente considerando a implementação da Lei 11.645/2008. Este estudo analisou uma intervenção pedagógica realizada em uma escola pública paulistana, o Centro Municipal de Capacitação e Treinamento Professor Lenine Soares de Jesus, em São Paulo, com o objetivo de diminuir etnocentrismos e preconceitos étnicos por meio da educação da cultura indígena. A metodologia envolveu uma intervenção estruturada em sete etapas, desenvolvida durante um curso bimestral de qualificação em Informática, incluindo pesquisa e

apresentação, contação de histórias, visita virtual a aldeias indígenas, arte indígena, culinária indígena, debates e criação de jogos educativos alicerçada em uma revisão de literatura focada, principalmente em pesquisadores brasileiros e latino-americanos com estudos nas áreas de educação étnico-racial, educação decolonial e educação intercultural. Os resultados, obtidos através de uma pesquisa qualitativa utilizando a técnica da observação participante, demonstraram mudanças graduais nas atitudes dos estudantes em relação à temática indígena, evidenciando a necessidade de estudos longitudinais para avaliar impactos de longo prazo na comunidade local e no ambiente profissional em que estes egressos estiverem inseridos. A intervenção revelou que transformações culturais significativas requerem tempo e continuidade, sugerindo a importância de programas educacionais mais extensos e do envolvimento da comunidade escolar.

Introduction

Located in the region of Itaim Paulista, on the east side of the city of São Paulo, the Professor Lenine Soares de Jesus Municipal Training Center is a public-school unit of the São Paulo Municipal Department of Education, which offers professional training to students from the municipal education system and the local community. Despite its peaceful atmosphere, the school carries with it a major problem: prejudice and racism towards native peoples. Students, influenced by stereotypes and a lack of information, spread discriminatory comments and show a disrespectful attitude towards the locals. This diagnosis came to light when students were asked to read a text on the "10 common mistakes about indigenous cultures in Brazil", available at <https://ensinarhistoria.com.br/10-erros-comuns-nas-aulas-de-cultura-indigena>, in a class on a professional qualification course in computer science in 2023.

The educator's intention was based on contributing to the implementation of Law No. 11.645/2008, which establishes the mandatory inclusion of the theme "Afro-Brazilian and Indigenous History and Culture" in school curricula, recognizing the importance of this law for the promotion of a more inclusive education, which values the cultural diversity present in Brazil and contributes to the construction of a more just and egalitarian society (Gonçallo *et al.*, 2018). In the specific context of the indigenous peoples, it is understood that it is essential to go beyond a simple approach to history and culture, but also to provide experiences that lead students to have a broad view of the reality of these communities, their struggles, knowledge and contributions to the formation of Brazilian identity.

According to the document "Indigenous Peoples: Pedagogical Guidelines", produced and made available by the São Paulo Municipal Department of Education, some terms such as "Indians", "tribes" and the notion that Brazil was discovered need to be rethought. Regarding the term "Indians", the document states that:

For a long time, we learned to call the first inhabitants of Brazil Indians. This nickname - to use an erudite word - brought with it images and meanings that did not always dignify those it wished to name. It was usually accompanied by adjectives that didn't do justice to the richness of its diversity. It almost always meant technological backwardness, primitivism, cannibalism, among other negative terms. To name someone with this word was to classify them as inferior to other human beings and to place them in an immemorial past that no longer existed. The idea of "Indians" was so distant that the vague memory of them reminded us of cavemen or dinosaurs. That's how they were studied: as beings from the past. (SÃO PAULO, 2019, p. 14).

The IT teachers saw this worrying situation and, as sensitive educators committed to promoting equality and respect, decided to change this reality. First of all, by searching for theoretical references and studying the rich culture and history of indigenous peoples, they understood that it would be necessary to deconstruct stereotypes and broaden the students' view of this important and marginalized population in our society. To this end, it was planned to bring didactic materials, audiovisuals, images and books to the classroom that approached indigenous issues in a respectful way that valued their cultures and was accurate. In addition, it was interesting to promote debates and activities that would allow students to express their ideas and opinions, and encourage them to share their doubts, fears and prejudices. There was

also the idea of inviting an indigenous leader from the region to visit the school, tell her experiences and share her traditions and knowledge.

Law No. 11.645/2008 represents an important milestone in the history of Brazilian education by making it compulsory to include the subject of "Afro-Brazilian and Indigenous History and Culture" in school curricula. Specifically in relation to indigenous peoples, this legislation seeks to promote a more inclusive education, valuing cultural diversity and contributing to the construction of a fairer society. For Coelho and Soares (2016), this legislation contributes to "officially placing historically silenced discourses and voices in the curricula of our schools". It is a commitment to challenging stereotypes and prejudices ingrained in our society, providing students with a broad and in-depth view of the reality of native peoples.

The construction of this pedagogical proposal became essential in order to achieve this goal, as the intention in this school unit was to go beyond theoretical content, allowing students to have access to contextualized, up-to-date and respectful information about the history, culture, beliefs, values, traditions and way of life of native peoples in order to value "the meanings expressed by each person with their values and standards, related to the social life of the various established groups, whether consciously or unconsciously, passing through generations that preserve or transform such traditions." (Melo e Senhoras, 2022, p. 27)

This work proposal was developed taking into account the ethnic, linguistic and cultural diversity of the indigenous peoples present in our country, as determined by the BNCC (Brasil, 2018, p. 15). To this end, the Common National Curriculum Base guides the development of curricula to suit the different teaching modalities. In the case of Indigenous School Education, specific competencies must be ensured, to be developed on the basis of their traditional cultures.

Intervention Design

The aim of this intervention design was to reduce ethnocentrism and ethnic prejudice through education about indigenous culture, promoting the appreciation of diversity, in accordance with Law No. 11.645/2008. In the initial analysis, it was necessary to carry out a diagnosis to identify the students' level of knowledge, perceptions and prejudices in relation to native peoples. This was done through questionnaires, classroom debates or reflection activities. At the same time as the diagnosis, we felt it was necessary to promote training for the school's teachers on indigenous issues, covering key concepts of multiculturalism, multiculturalism and interculturalism, as well as ethnocentrism and ethnic prejudice. This training should include information on the history, culture and diversity of indigenous peoples in Brazil.

The intervention proposed in this work considers the criteria for the development of interculturality in conjunction with the cooperative, socio-affective and communicative intercultural didactic methodological approach, as well as applying the principle of diversification in the implementation of intercultural didactics. Candau, a renowned Brazilian educator recognized worldwide for her contributions in the field of multicultural and inclusive education, focuses on the importance of interculturality as a means of promoting social and educational inclusion, particularly in the context of indigenous populations. Candau (2010) argues that education should be a space for dialogue between different cultures, where the school curriculum includes and values the traditional and contemporary knowledge of indigenous peoples. It proposes pedagogical practices that integrate cultural diversity as a central element in the teaching-learning process, as it believes that teacher training should include the development of intercultural competencies so that they can act effectively in

multicultural contexts. It also emphasizes the need for educational policies that support the implementation of inclusive and intercultural curricula.

Other Brazilian and Latin American authors who discuss interculturality in indigenous education include José Licínio Backes, who addresses the construction of intercultural and decolonial curricula by indigenous peoples themselves, emphasizing the importance of an education that recognizes and values indigenous cultural autonomy (Backes, 2018). Ana Paula Franco Nobile Brandileone and Thiago Alves Valente also explore interculturality in indigenous literature for students, highlighting the challenge of integrating these narratives into the school environment (Brandileone & Valente, 2018).

Backes (2018), in his work, emphasizes the importance of the political struggle to build a curriculum that respects and values the cultural autonomy of indigenous peoples. He argues that it is necessary to overcome the colonial structures that still permeate the educational system, promoting an education that is truly intercultural and that recognizes indigenous knowledge as an essential part of the educational process. Brandileone and Valente (2018) explore interculturality through indigenous literature for children. They point out that literature can be a tool for introducing indigenous narratives into the school environment, promoting respect and understanding of indigenous cultures from an early age. They also point out that including indigenous literary works in the school curriculum can help combat stereotypes and prejudices, as well as enriching the students' cultural repertoire. The authors also point out significant challenges, such as the lack of suitable materials and the need for continuing training for teachers so that they can mediate these narratives, while arguing that intercultural education must be a commitment of the entire school community, involving not only teachers, but also managers, students and their families.

Laws 10.639/2003 and 11.645/2008 are legal frameworks that seek to integrate Afro-Brazilian and indigenous history and culture into school curricula. Law 10.639/2003 focuses on Afro-Brazilian history and culture, while Law 11.645/2008 extends this obligation to include indigenous history and culture. Both laws aim to promote cultural diversity and combat racism, but they face challenges in their implementation, be they inadequate teacher training and a lack of teaching materials as pointed out by Brandileone & Valente (2018) or even a more emphatic commitment from school curricula and a commitment on the school floor, with the school community. Candau (2012) sees these laws as fundamental, but insufficient to guarantee the true inclusion of indigenous peoples. She argues that, in addition to legislation, schools need to commit to transforming their curriculum and teaching practices to reflect the country's cultural diversity. Backes (2018) agrees, highlighting the need for a decolonial approach that goes beyond legal compliance, promoting a truly intercultural education.

These laws were created in Brazil with the aim of promoting the inclusion and recognition of the cultural and historical contributions of Afro-Brazilians and indigenous people in the country. Among the main reasons for the creation of these laws, we list:

- Cultural recognition and appreciation: The enactment of these laws was motivated by the need to recognize and value the cultural and historical contributions of Afro-Brazilians and indigenous people, who have historically been marginalized in school curricula.
- Combating racism and prejudice: Another central motive was the fight against racism and racial prejudice in schools and society. By including these stories in the curriculum, we seek to promote a more inclusive and equitable education.
- Historic Reparations: The laws are also seen as a form of historical reparation, recognizing the injustices and violence suffered by these communities throughout Brazilian history.
- Strengthening National Identity: By integrating these narratives, the laws aim to strengthen national identity by promoting cultural diversity as a fundamental value.

Brazilian researchers and authors have widely discussed the impact and implementation of these laws. Many highlight the importance of these laws as a significant step towards inclusion, but also point to challenges in their implementation. Some argue that, despite being fundamental, the laws face significant barriers, such as the lack of adequate teacher training and the scarcity of appropriate teaching materials, and that, in addition to the laws, there needs to be a real commitment from schools to transform the curriculum and teaching practices (Candau, 2010). Others emphasize the importance of a more critical and decolonial approach in education, which goes beyond simple legal compliance and promotes a real transformation in educational practices (Carvalho, 2019) and there are analyses that, although the laws are a step forward, effective implementation depends on robust public policies and a stronger government commitment to promote education that is truly intercultural (Faustino *et al.*, 2022).

These perspectives indicate that although Laws 10.639/2003 and 11.645/2008 represent important advances, there is still a long way to go to ensure that their objectives are fully achieved in Brazilian schools. Effective implementation requires an integrated approach involving teacher training, the production of appropriate teaching materials and the engagement of the entire school community.

To promote respect and the inclusion of indigenous issues in the classroom, various authors have proposed practical and theoretical approaches. Teixeira De Menezes (2020) suggests creating spaces for intercultural dialog, where indigenous and non-indigenous students can share experiences and knowledge, enriching the learning environment. Children's literature can be an interesting tool for introducing indigenous themes in a playful and educational way, as Brandileone and Valente (2018) argue in relation to the inclusion of literary works that include indigenous narratives, allowing children to develop empathy and respect for indigenous cultures from an early age.

Finally, ongoing teacher training is crucial. Training programs that include studies on the history, culture and rights of indigenous peoples can better prepare educators to deal with cultural diversity in the classroom. This training must be accompanied by public policies that guarantee resources and support for the effective implementation of intercultural teaching practices.

Decoloniality is an emerging concept that seeks to reverse the colonial legacy that persists in educational institutions, promoting an education that respects and integrates the diverse cultures and knowledge of historically subjugated peoples. Walsh (2020) argues that decoloniality in education involves valuing marginalized voices and perspectives, promoting a pedagogy that is inclusive and equitable. She emphasizes the importance of questioning Eurocentric curricula and creating educational spaces where different epistemologies can coexist.

The implementation of decolonial education is crucial to promoting social justice and equity in schools. By challenging dominant narratives, decoloniality allows students from diverse cultural backgrounds to see their histories and knowledge reflected in the school curriculum. This not only enriches the learning environment, but also strengthens the students' cultural identity, fostering a sense of belonging and mutual respect.

Walsh (2020) argues that decolonial education should prepare students to be critical and reflective, capable of questioning structures of power and oppression. This involves creating curricula that are culturally relevant and that encourage students to actively engage with their communities and histories.

To prepare students for a decolonial education, a joint effort by teachers, managers and educational policymakers is needed. This includes ongoing teacher training, which must incorporate intercultural and decolonial approaches, enabling educators to become facilitators of inclusive and critical learning. In addition, it is important to integrate teaching materials that

reflect cultural diversity and that are developed in collaboration with local communities. The inclusion of indigenous and Afro-descendant narratives in curricula is essential to promote an education that is truly representative of cultural diversity.

Walsh's (2020) thoughts resonate with the contributions of other Latin American authors, such as Aníbal Quijano and Walter Dignolo, who also explore decoloniality as a response to the colonial legacy. Aníbal Quijano introduced the concept of "coloniality of power", which refers to the persistence of colonial hierarchies in contemporary societies (Quijano, 2005). Walter Dignolo, for his part, emphasizes the need for a "decolonial turn" that challenges dominant epistemologies and promotes the recognition of local knowledge (Dignolo, 2011).

In the Brazilian context, authors such as José Jorge de Carvalho and Boaventura de Sousa Santos discuss the importance of an education that is sensitive to the cultural and social realities of indigenous peoples and Afro-descendants, promoting a pedagogy that is truly intercultural and decolonial (Carvalho, 2019; De Sousa Santos, 2019), as an opportunity to reimagine and transform educational practices, promoting a pedagogy that is inclusive, critical and culturally relevant.

The relationship between the concepts of decoloniality, interculturality, ethnic-racial education and indigenous education reflects the intersections between culture, power and education. Walsh (2020) proposes that critical interculturality is a political, social, ethical and epistemic project that aims to transform structures, institutions and social relations, creating conditions for being, thinking, knowing, learning, feeling and living differently. It emphasizes that interculturality, when seen through the lens of decoloniality, is not limited to the recognition or inclusion of cultural diversities in the existing system. Instead, it seeks to transform this system by challenging the colonial power structures that persist in society and education.

Ethnic-racial education, in the context of decoloniality, seeks to deconstruct Eurocentric narratives and value the contributions and perspectives of historically marginalized groups. Nilma Lino Gomes, a Brazilian researcher, argues that ethnic-racial education should be understood as a process of decolonization of the curriculum and pedagogical practices (Gomes, 2012) and stresses that this approach is not limited to the inclusion of content on Afro-Brazilian and indigenous history and culture, but involves a profound change in the way knowledge is constructed and transmitted in schools.

Indigenous education, when seen through the lens of interculturality and decoloniality, seeks not only to preserve indigenous cultures, but also to promote an equitable dialog between different forms of knowledge. Gersem Baniwa (2013), an indigenous Brazilian educator and researcher, argues that indigenous education should be based on principles of autonomy, self-determination and valuing traditional knowledge. Baniwa (2013) emphasizes that intercultural indigenous education should not be seen as a way of integrating into mainstream society, but as a means of strengthening indigenous identities and cultures, while promoting dialogue with another knowledge.

Candau (2008) sums up this relationship well when he argues that a truly intercultural and decolonial education must "promote an education for the recognition of the 'other', for dialogue between different social and cultural groups" (p. 52). These concepts form a theoretical and practical framework for rethinking education in a way that challenges colonial hierarchies, values cultural diversity and promotes social justice. They offer paths to an education that is truly inclusive, equitable and transformative.

Thus, as pedagogical intervention practices to be worked on with the students, a project divided into 7 parts was proposed: 1. Research and presentation; 2. Indigenous storytelling; 3. Virtual visit to an indigenous village; 4. Indigenous art; 5. Indigenous cuisine day; 6. Debates and reflections; and 7. Board game.

In the first part, called research and presentation, we divided the students into groups and asked each one to research a specific indigenous ethnic group among the 305 present according to the Brazilian Institute of Geography and Statistics^a, so that they could learn about their histories, cultures, traditions, language, customs and geographical location. Each group can prepare a presentation, using Microsoft® PowerPoint, which is one of the modules of the qualification course of this Municipal Training Center, to share the information with the class.

The second part, called "indigenous storytelling", involved the teaching staff and school management inviting an indigenous storyteller to visit the school or using audiovisual resources to share traditional stories passed down orally by indigenous communities. Due to a lack of financial resources, the second option was chosen. The students were then invited to write and illustrate their versions of the stories with the narratives. This proposal was also produced using Canva®, an online audiovisual creation platform that is also part of this professional qualification course.

As the third part, the "virtual visit to an indigenous village," we contacted a local indigenous village (the Aldeia Indígena Multiétnica Filhos da Terra, which is in the city of Guarulhos-SP, 40km away) to organize a visit so that the students could have the opportunity to learn about the daily life, activities, traditions and cultural manifestations of these peoples. Also due to a lack of financial resources, we took a virtual tour of Aldeia Tekoa Itakupe, located in the Jaraguá neighborhood in the city of São Paulo. The visit is free and can be accessed through a portal sponsored by the São Paulo City Department of Culture, which can be accessed at <https://www.aldeia360.art.br/>.

- The fourth, which we call "indigenous art", led us to explore different forms of indigenous art, such as body painting, pottery, basketry and feather art. The students researched these artistic manifestations, learned about their meanings and techniques and created their own works of art inspired by them using Paint® software, which is also part of the qualification course.

- On indigenous cooking day, the fifth part, we proposed that, since the school also has courses in Confectionery and Baking, we should hold a day dedicated to indigenous cooking, where students from the IT class and the above-mentioned courses could research traditional indigenous recipes, prepare the dishes in the classroom and share the experience with the whole school community. It would be an opportunity to learn about indigenous food and appreciate the culinary diversity present in the different ethnic groups and which is now also part of our diet, such as tapioca, popcorn and cornmeal. However, due to logistical difficulties, this day was not possible, but by analyzing the recipes from the CMCT's Confectionery and Baking courses, the Computer Science students were able to create a table, using Excel® software in conjunction with a web browser, showing the name of the ingredient from indigenous cuisine and its meaning.

- The debates and reflections, the fifth part of this proposal, was the moment when we promoted discussions and roundtables in the classroom on current issues involving indigenous peoples, such as environmental preservation, land demarcation and the Temporal Framework^b and respect for indigenous rights so that cases such as the Yanomami tragedy, publicized in the national media at the beginning of 2023, are not repeated^c.

^a Available at <https://indigenas.ibge.gov.br/>

^b Marco Temporal, according to the website of the Brazilian Chamber of Deputies, is "a legal thesis according to which indigenous peoples have the right to occupy only the lands they occupied or were already disputing on October 5, 1988, the date the Constitution was promulgated". Available at <https://www.camara.leg.br/noticias/966618-o-que-e-marco-temporal-e-quais-os-argumentos-favoraveis-e-contrarios/>

^c Article available on the website of the Chamber of Deputies of Brazil: <https://www.camara.leg.br/tv/935635-tragedia-humanitaria-dos-yanomami/>

- Finally, the seventh and last stage consisted of the creation of a *board game*, in which the students were able, after re-reading the text that brought up all these problems, to create a card game using the "10 common mistakes about indigenous cultures in Brazil", available at <https://ensinarhistoria.com.br/10-erros-comuns-nas-aulas-de-cultura-indigena>, in order to playfully enhance the teaching-learning process with their peers. Examples of some of the letters are reproduced in Figures 1 and 2.

Figure 1

Sample letter backs

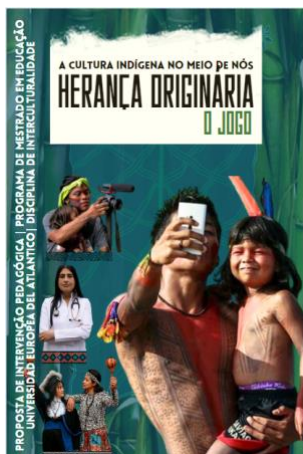
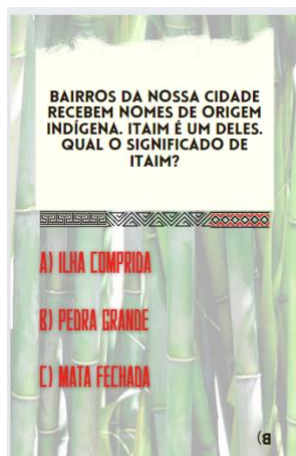


Figure 2

Contents of one of the letters



Implementing pedagogical interventions that promote interculturality and decoloniality in schools is a crucial step towards transforming ethnocentric educational environments into spaces that respect and value differences. Catherine Walsh highlights the importance of decoloniality as a critical approach that challenges the colonial structures still present in education, where she argues that decoloniality seeks not only to include marginalized perspectives, but to fundamentally transform the education system so that it reflects and respects cultural diversity (Walsh, 2020).

In a pedagogical intervention, this means revising curricula, pedagogical practices and school policies so that they integrate and value indigenous and Afro-Brazilian knowledge. Interculturality, as proposed by Walsh and others, helps us as educators to promote dialog and understanding between different cultural groups. Backes (2018), for example, emphasizes the

construction of intercultural curricula that respect and value the cultural autonomy of indigenous peoples and, in a pedagogical intervention, this can translate into activities that promote cultural exchange and mutual respect, involving not only the students, but also all those who participate directly and indirectly in everyday school life.

Gomes (2012) contributes to the debate by highlighting the importance of ethnic-racial education as a process of decolonizing the curriculum as essential for deconstructing Eurocentric narratives and valuing the contributions of historically marginalized groups, which in a pedagogical intervention can include organizing events that celebrate cultural diversity and promote respect and empathy among participants.

For a pedagogical intervention to be effective, it is essential to involve the local community and the students' families. Baniwa (2013) advocates education that promotes intercultural dialogue and strengthens cultural identities. By involving the community, schools can become centers of social transformation, where knowledge and dialogue are used to combat prejudice and promote a fairer and more inclusive society.

Results

We hypothesized that, over time, the students' attitudes would begin to change in their previously internalized behaviors and conduct. That they come to understand and respect the cultural richness of indigenous peoples, value their contributions to our society, and "recognize indigenous people as one of the pillars of the formation of Brazilian society, as protagonists of its history in the contemporary world" (Ângelo, 2019).

However, although during the activities in this IT qualification course we were able to notice a slight change in behavior among the students, the CMCT is a school unit with bimonthly classes, i.e. these seven parts into which the intervention was divided filled practically all of the 2 months of classes, which we recommend in future research longitudinal studies that can follow these students in other courses and even in the job market, given that the aim of this school unit is to prepare young people and adults for the job market.

We realize that the work is ongoing and that their families and the local community, where there is a lot of stigma and prejudice, must also be involved, promoting events that highlight the importance of respecting and valuing interculturality. It is hoped that this school unit will become a welcoming space where respect, empathy and appreciation of differences are respected and that the students and community, now aware of their role in building a fairer society, will start to defend the rights of indigenous peoples and fight any form of prejudice. We believe that pedagogical interventions like this show how the work of educators committed to interculturality can transform an ethnocentric school into an environment of respect and appreciation of differences.

The pedagogical intervention carried out at the Municipal Training Center (CMCT) showed interesting results, considering both the progress observed and the time limitations of the study.

During the intervention period, subtle but significant changes were observed in the students' behavior in relation to indigenous issues. These transformations, although initial, indicate a process of deconstructing prejudices and stereotypes, in line with what Walsh (2020) defines as one of the fundamental objectives of intercultural education: the transformation of the colonial thought structures still present in our society.

A crucial factor impacting the results was the two-month structure of the IT qualification course. As Candau (2012) notes, processes of cultural transformation and deconstruction of prejudices require time and continuity. Although the two-month period allowed the seven

planned steps to be implemented, it was a relatively short time to consolidate the deeper changes.

Based on the results obtained, there is a need for longitudinal studies that can follow the students in their later life, evaluate the impact of the interventions in the medium and long term and observe the practical application of the knowledge acquired in the job market.

The need for longitudinal studies in the context of intercultural and decolonial education is necessary in order to understand the effectiveness and lasting impact of pedagogical interventions. This proposition is based on scientific and theoretical evidence that demonstrates the complexity of cultural and behavioral transformations in the educational environment.

Walsh (2020) argues that decolonial transformations are not instantaneous processes, but gradual transformations that require time to consolidate. The author emphasizes that "decoloniality is an ongoing process of unlearning and relearning that needs to be observed and analyzed over time to understand its true impacts" (Walsh, 2020, p. 45). Candau (2012) corroborates this perspective by stating that changes in cultural conceptions and social practices are processes that require prolonged monitoring. According to the author, "transformations in intercultural relations need time to consolidate and manifest themselves in different social contexts, including the professional environment" (Candau, 2012, p. 89).

Gomes (2019) demonstrates in his research that the impact of ethnic-racial education often manifests itself at a later point in the students' lives, when they are faced with practical situations that demand critical positioning. Longitudinal studies would make it possible to observe how the knowledge acquired is mobilized in different contexts and at different times in the students' lives. For Santos (2019), the epistemological transformations necessary for a truly decolonial education require time to consolidate and produce effective changes in social practices, corroborating that longitudinal monitoring would make it possible to assess how pedagogical interventions influence students' choices, attitudes and behaviors over time.

Carvalho (2019) points out that the true effectiveness of intercultural education is manifested in the ability of individuals to promote transformations in their professional environments. Monitoring graduates would help us understand how intercultural knowledge is applied in practical situations on the job market. Recent studies have shown the effectiveness of longitudinal monitoring in educational interventions. For example, Baniwa's (2013) research with indigenous students showed that the most significant transformations in intercultural relations were observed years after the initial interventions, when the students were already inserted in different social and professional contexts.

However, in order to implement effective longitudinal studies, it would be necessary to develop systematic monitoring instruments, in addition to establishing partnerships with employing institutions with the creation of continuous feedback mechanisms and the implementation of periodic evaluation systems

This recommendation is supported by Baniwa (2013), who emphasizes the importance of an intercultural education that transcends the confines of the classroom and is integrated into the social and professional practices of the students.

Although the changes observed have been gradual, there has been significant progress towards the goal of making students "recognize indigenous people as one of the pillars of the formation of Brazilian society, as protagonists of its history in the contemporary world" (Ângelo, 2019). This result is in line with Gomes' (2012) propositions on the importance of ethnic-racial education in deconstructing Eurocentric narratives.

Dividing the intervention into seven parts proved to be an appropriate strategy for organizing and implementing the activities, allowing for a systematic and progressive approach to the content. However, as Backes (2018) points out, building intercultural curricula is an ongoing process that requires constant adaptation and improvement.

Discussion and Conclusions

This paper presents a pedagogical intervention carried out at the Centro Municipal de Capacitação e Treinamento Professor Lenine Soares de Jesus, a public school located in the region of Itaim Paulista, on the east side of the city of São Paulo. The main objective of the intervention was to reduce ethnocentrism and ethnic prejudice through education about indigenous culture, promoting the appreciation of diversity, in accordance with Law No. 11.645/2008.

The methodological proposal was developed in seven distinct and complementary stages: research and presentation; indigenous storytelling; a virtual visit to an indigenous village; indigenous art; an indigenous cooking day; debates and reflections; and the creation of a board game. This structure allowed for a systematic and progressive approach to the content, making it easier for students to assimilate and engage with the subject.

In relation to the specific objectives initially proposed, we have seen significant results, albeit gradual. The first objective, which aimed to deconstruct stereotypes and prejudices about indigenous peoples, was partially achieved, as evidenced by the subtle but perceptible changes in the students' attitudes and speeches over the course of the two months. The second objective, related to promoting the recognition and appreciation of indigenous contributions to Brazilian society, also showed progress, mainly through practical activities and classroom discussions.

However, the time constraints of the course, restricted to a bimonthly period, presented a significant challenge to the deeper consolidation of these transformations. This finding leads us to reflect on the need for more prolonged and continuous interventions that can accompany the development of students throughout their educational and professional careers.

A particularly relevant aspect observed during the intervention was the transformative potential of the practical and interactive activities, such as the creation of the board game and the discussions on contemporary issues affecting indigenous peoples. These activities not only engaged the students more effectively, but also provided concrete opportunities to apply the knowledge acquired and develop critical thinking on the subject.

The experience also highlighted the crucial importance of involving the school community as a whole in the process of cultural transformation. We realize that the most significant changes occur when there is a collective and coordinated effort, which goes beyond the confines of the classroom and reaches families and the local community.

For future work, we have identified some important gaps that deserve further investigation. Firstly, there is a need for longitudinal studies that can monitor the impact of these pedagogical interventions in the medium and long term, especially in the professional context of the graduates. It would also be valuable to explore how different methodological approaches can be adapted for short courses, maximizing their impact in the limited time available.

Another area that deserves attention is the development of specific strategies to more effectively involve families and the local community in discussions about cultural diversity and respect for indigenous peoples. In addition, it would be interesting to investigate how digital technologies can be better used to promote intercultural dialog and mutual understanding between different cultural groups.

Finally, we conclude that, despite the challenges encountered, this pedagogical intervention proved to be necessary, important and effective in promoting awareness and respect for cultural diversity. The changes observed, although gradual, indicate a promising path towards building a more inclusive and equitable education that recognizes and values the richness of indigenous contributions to our society. The work done reinforces the importance

of continuing to develop and improve educational strategies that promote interculturality and mutual respect in our educational spaces.

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The digital portfolio as a self-regulatory tool in university students with educational needs: a systematic review

El portafolio digital como herramienta autorreguladora en estudiantes universitarios con necesidades educativas: una revisión sistemática

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ABSTRACT

Keywords:

Educational Techniques, Self-Regulated Learning, Digital Portfolio, Inclusive Higher Education and Educational Needs.

How to teach my university students with some educational needs? The objectives of this research are to be able to analyze the use of the digital portfolio as a resource linked to self-regulated learning by university teachers; and also review the experience and satisfaction of students with educational needs regarding the use of this tool.

A systematic review of the literature is carried out through the PRISMA statement and the Checklist for Qualitative Research was used for the methodological work. To know the state of the art, 18 articles extracted from the SCOPUS and WOS databases were worked on, comprising a temporal variability between the years 2018 and 2022. The results obtained are positive regarding the impact on students, since it is a tool that encourages Self-regulated learning, on the other hand, enriches the teaching experience and reduces barriers inside and outside the classroom. Both teacher and student reflections encourage its use, mentioning that it provides self-reflection, self-efficacy, autonomy and also helps continuity in the achievement of teaching-learning objectives. It is concluded that these findings coincide with previous research, showing that students with educational needs can benefit from using the digital portfolio as a means to overcome barriers in their educational process. By way of discussion, important challenges are identified, such

as experience, training, and constant teaching planning, thus demonstrating the bidirectional potential of this tool to enrich both teaching and learning in inclusive classrooms.

RESUMEN

Palabras clave:

Técnicas Educativas, Aprendizaje Autorregulado, Portafolio Digital, Educación Superior Inclusiva y Necesidades Educativas.

¿Cómo enseñar a mis estudiantes universitarios con alguna necesidad educativa? los objetivos para esta investigación son el poder analizar la utilización del portafolio digital como recurso vinculado al aprendizaje autorregulado por parte de los docentes universitarios; y también revisar la experiencia y satisfacción de los estudiantes con necesidades educativas con respecto al uso de esta herramienta.

Se realiza una revisión sistemática de la bibliografía a través de la declaración PRISMA y se utilizó el Checklist for Qualitative Research para el trabajo metodológico. Para conocer el estado del arte se trabajó 18 artículos extraídos de las bases de datos SCOPUS y WOS, comprendiendo una variabilidad temporal entre los años 2018 y 2022. Los resultados obtenidos son positivos respecto al impacto en los estudiantes, ya que es una herramienta que fomenta el aprendizaje autorregulado, por otro lado, enriquece la experiencia docente y disminuye barreras dentro y fuera del aula. Tanto las reflexiones docentes como de los estudiantes, propician su uso, al mencionar que entrega autorreflexión, autoeficacia, autonomía y además ayuda a la continuidad en el logro de los objetivos de enseñanza - aprendizaje. Se concluye que estos hallazgos coinciden con investigaciones previas, evidenciando que los estudiantes con necesidades educativas pueden beneficiarse al utilizar el portafolio digital como un medio para superar barreras en su proceso educativo. A modo de discusión se identifican desafíos importantes, como la experiencia, capacitación y planificación docente constante, demostrando así el potencial bidireccional de esta herramienta para enriquecer tanto la enseñanza como el aprendizaje en aulas inclusivas.

Introduction

How do I teach my students? This is one of the questions that every teacher asks himself when preparing his classes, both because of the practical and theoretical implications that this question raises. Fernandez et al. (2021) point out that teaching-learning methodologies comprise a set of strategic decisions that teachers make with the purpose of guiding instruction, seeking to optimize the learning process of students in the contemporary educational context. The Universitat Politècnica de Catalunya (2023), also considers the spatial (on-site or off-site) and temporal (synchronous or asynchronous) dimensions, which allow the design of learning experiences adapted to different educational contexts and specific needs.

How teachers teach has been described for many years by various theories, movements and currents. Martínez and Ríoperez (2023) mention two types of educational models: conventional (traditional) and non-conventional (innovative). Beatty (2019), points out that the traditional educational model focuses primarily on the transmission of information from teacher to student, leaving little room for student participation and critique. In addition, a passive view of the student is observed, similar to the metaphor of the "empty glass", in which knowledge is poured without encouraging the active construction of knowledge by the student. The non-conventional model seeks a break and constant modification of mental schemas for the construction of new reflections, new concepts and learning, mixing and using previous learning with new learning (meaningful learning). For this reason, it is imperative to open new paths in the teaching of learning along more constructivist lines, where the role of the teacher is that of mediator and not as the sole object of teaching (Dávila, 2000).

Ruggeri et al. (2019), highlight how non-conventional educational models, such as self-regulated learning, enhance students' ability to manage their own learning process. These approaches allow a more effective adaptation to the conditions of the environment and a deeper interaction with the contents, promoting reflection and the meaningful construction of knowledge. In the current educational context, there is constant talk of meaningful learning, in this direction it is worth indicating that for this learning to be generated, it is necessary to have will and skills, so it is thought that pedagogy should direct students to be more aware of the learning to be achieved, to be much more strategic and to direct their motivation towards valuable and lasting goals.

Today we live in the midst of a «digital revolution» that has permeated not only our daily lives, but also the social and educational environment, creating both opportunities and challenges. Information overload and the psychological effects of this digitalization are some of the problems we are facing, as the excess of stimuli and technological dependence are redefining our relationships and behaviors (Álvarez et al., 2021). Education and learning, in this case, do not escape the impact of technology due to its transversal and transdisciplinary nature, i.e., it is present whether we want it or not, whether we accept it or not, whether we are aware of it or not, in all areas of life and is superimposed on all processes of mediation and articulation (Rodríguez et al. 2017, p. 7).

Cuellar (2018) mentions that, the learning method linked to Information and Communication Technologies (ICT) generates motivation, interest, desire to participate and willingness in students to attend class and learn where as an effect an outstanding improvement at academic and disciplinary level is evidenced. Thus, Barberà and Badia (2023) point out that synchronous and asynchronous technologies allow students and teachers to connect in different spaces and at different times, facilitating flexible and collaborative learning. However, they also warn that these tools require specific competencies in their use, which poses challenges for optimizing educational interaction in these environments.

ICTs "are the main lever of unprecedented transformations in the contemporary world" (Carneiro et al. 2021, p. 15), which is why it is essential to know how to use ICT in the teaching and learning process. One example is how most institutions currently have a virtual platform, which allows various activities, such as forums, quizzes, uploading homework, among other activities, which can be part of the creation of the so-called digital portfolios.

The digital portfolio according to Moreno-Fernández and Moreno-Crespo (2017) is a great management and evaluation tool that can be used for countless academic and professional activities, so say Sartor-Harada et al. (2023) when they mention that it allows the dynamization of relevant learning of future graduates as global citizens. Cheng et al. (2018), mentions that the portfolio promotes a student-centered approach, enhances self-reflection and active monitoring of the learning process. On the other hand, Gómez-Zermeño et al. (2019) mention that, the use of the digital portfolio encourages active interaction among participants, promoting collaborative learning and strengthening teamwork. In addition, they emphasize that these spaces allow teachers to assume a guiding role, facilitating the connection between theory and practice in an adaptive manner according to the needs of the students. Thus, the digital portfolio stands out because it promotes the development of reflective thinking in contexts such as interculturality and contributes to comprehensive online training (Tipán et al., 2021).

Thus, teachers must consider the question of how their students can learn better, considering that their classrooms contain students with educational needs, therefore, we must speak of total inclusion in the classroom, which implies making viable the entry, progress, performance and graduation of all students. Thus, the big question is: how to do it if they are all so diverse? "attention to diversity is at the basis of comprehensive education and all diversity involves addressing personal educational needs" (Bausela, 2018, p. 183). González-Rivera et al. (2021) emphasize that self-regulated learning implies an active-constructive approach where students assume a leading role in setting goals, monitoring and regulating their cognitive and emotional processes, adapting them to the educational context. This approach fosters holistic student development by aligning cognitive skills with the emotional and affective needs of learning.

For the exploration of these studies, a systematic review was chosen, since this way it is possible to obtain rigorous, exhaustive and reliable results, for transparency, for its focus on delimited questions, in addition to the evidence in data and in a multidisciplinary way, thus two objectives are outlined:

- a) To analyze the use of the digital portfolio as a resource linked to self-regulated learning by teachers practicing in Inclusive higher education.
- b) To review the experience and satisfaction of university students with educational needs regarding the use of the digital portfolio as a self-regulatory resource.

Similarly, the following research questions are posed based on the objectives described above:

- a) how do teachers practicing in Inclusive higher education use the digital portfolio as a resource to foster self-regulated learning?
- b) what is the experience and level of satisfaction of university students with educational needs regarding the use of the digital portfolio as a resource for self-regulated learning?

This study starts from a literature review conducted by Salazar and Arevalo (2018) in which nearly 80 documents were analyzed to describe the results around the concept of portfolio, the identification of its types and its use as a learning tool in higher education.

The methodology used for the study was based on documentary research for the collection of information, processing and presentation of results. It was found that the concept of portfolio is polysemic, given the contexts and pedagogical moments in which it is used. Several types of portfolios were identified, each with its own characteristics and uses. Regarding the use of the portfolio as a learning tool in higher education, benefits are mainly highlighted, for example, it helps to improve critical reflection, responsibility, planning of educational tasks, didactic advances and teacher training. On the other hand, Rivera and Lindín (2023) mention the main threats or weaknesses of the digital portfolio: that its use may face significant limitations, such as the lack of adequate technical training for students and teachers, which hinders its effective integration in the classroom. In addition, inequality in access to devices and connectivity, for them, remains a major barrier to ensuring equity in their implementation. Therefore, it is necessary to carry out a systematic review of the current literature on the use of portfolios in university teachers, but who have students with educational needs in their classrooms, in order to know and analyze the implications, scope, needs and state of the art of this topic.

Method

In order to provide answers to the questions formulated and to achieve the research objectives, a systematic literature review was carried out, which, as stated by Delaney and Tamás (2022), is a structured and reproducible process to identify, evaluate and synthesize relevant studies on a specific research question.

The following systematic review is carried out with the purpose of analyzing the use of the digital portfolio as a self-regulatory learning resource in teachers working in

inclusive higher education, having in their classrooms students with educational needs, thus knowing their experience and levels of satisfaction with its use.

Protocol and Records

This study complies with the guidelines for scientific systematic reviews in the PRISMA Statement (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*), which, as stated by Barrios et al. (2021), provides guidance on how to inform the use of automation tools in various steps of the review process, such as searching, study selection, data collection, assessment, and study synthesis for conducting systematic reviews and meta-analyses.

Procedure

For the construction of this study, two databases of bibliographic references were consulted. One of them was SCOPUS, a bibliographic database launched in 2004, of abstracts and citations of scientific journal articles; and the second was *Web of Science* (WOS), a platform of the company *Clarivate Analytics* formed by a large collection of bibliographic databases.

We searched for scientific articles published between 2018 and 2022, inclusive, the search was conducted between July to October 2022.

Search Strategies

To organize and structure the search, logical operators such as "OR", "AND", "ALL" and "LIMIT-TO" were used to effectively combine and delimit the terms, ensuring that the results were relevant and specific to the study objectives.

The final search key used to obtain the preliminary results prior to **SCOPUS** purging was: (ALL ("digital portfolio")) OR (ALL ("educational needs")) OR (ALL ("self-regulated learning")) AND (LIMIT-TO (OA, "all")) AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (PUBYEAR, 2022) OR LIMIT-TO (PUBYEAR, 2021) OR LIMIT-TO (PUBYEAR, 2020) OR LIMIT-TO (PUBYEAR, 2019) OR LIMIT-TO (PUBYEAR, 2018)) AND (LIMIT-TO (LANGUAGE, "Spanish") OR LIMIT-TO (LANGUAGE, "English")) AND (LIMIT-TO (SUBJAREA, "SOC") OR LIMIT-TO (SUBJAREA, "PSYC")) AND (LIMIT-TO (EXACTKEYWORD, "Higher Education")). On the other hand, for **WOS**, it was used: (ALL=(digital portfolio) AND (ALL=(higher education)AND (ALL=(personal educational needs)).

The inclusion criteria were: the language «English or Spanish» to facilitate the understanding of the contents for the researcher. On the other hand, the educational level was filtered, and only studies referring to higher education were considered. On the other hand, only documents with free access and available for consultation were used. For the

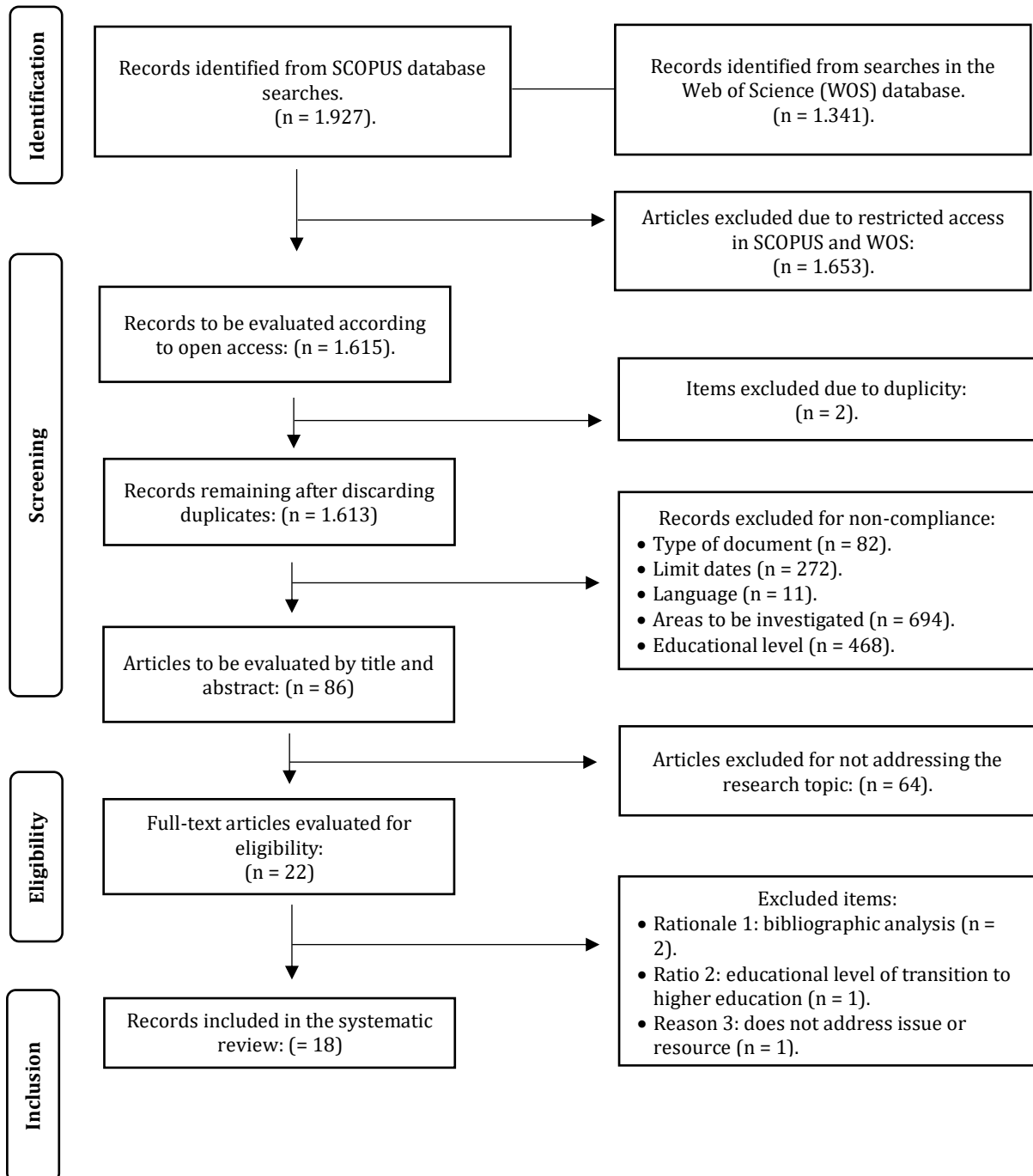
subject area only journal articles were selected. Experimental studies or case studies with quantitative, qualitative or mixed analyses were included.

For exclusion criteria, publications in languages not mentioned above, articles pertaining to primary or secondary education stages are declared. Documents with restricted access or not available for consultation were also excluded, as well as articles belonging to other areas of study. Conference or seminar proceedings, books or book chapters or other publications were excluded. Theoretical studies, reviews of perception, repeated articles and studies developed at the undergraduate or technical level were discarded.

Selection of Studies

A search of the articles with the key words was started; 1,927 results were obtained in SCOPUS and 1,341 in WOS. Records were eliminated due to duplicity, and inclusion and exclusion filters were performed leaving a total of 86 articles, leaving 56 for SCOPUS and 30 WOS. After this, the results were downloaded in an Excel spreadsheet. In this way, after the identification and screening phase, a more detailed review of the titles and abstracts that constitute the articles is carried out in more detail, selecting 22 in total, 18 for SCOPUS and 4 WOS for their complete reading and final selection according to the established objectives. As can be seen in Figure 1, the final result after the process generates a total of 18 items for detailed review and analysis.

Figure 1.
PRISMA flow chart of the systematic review.



Note. Own elaboration (2023), adapted from Page et al. (2021, p. 796).

Data Analysis

In order to organize and arrange the information in a structured manner during the review and analysis of the selected articles, a database was developed to systematize the relevant data. This database includes information such as study title, author(s), year, place of publication, sample, objective, methodology and main results of the study.

Evaluation of Methodological Quality

To guarantee the objectivity of methodological rigor and reliability, the critical evaluation of the selected studies was carried out through a system of external peer review. Each reviewer worked independently to review the studies following a predefined checklist and clear criteria, which allowed key aspects of each study to be examined. Subsequently, the evaluators discussed their ratings to identify possible discrepancies, which were resolved through discussion and consensus.

In the development of the methodological review of the studies, the 18 articles were evaluated with the Joanna Briggs Institute's *Checklist for Qualitative Research* for use in systematic reviews (Lockwood and Tricco, 2020), which is intended to assess the methodological quality of papers and determine the extent to which a study has addressed the possibility of bias in its design, conduct, and analysis. It should be noted that the 18 articles selected for this systematic review have satisfactorily met the criteria established in this list, such as: philosophical and methodological congruence, research question and objectives, methods for collecting information, representation and analysis of data, interpretation of the results, cultural location of the researcher and his influence, adequate representation of the participants, level of ethics and conclusions of the research.

Results

Descriptive Analysis of the Literature

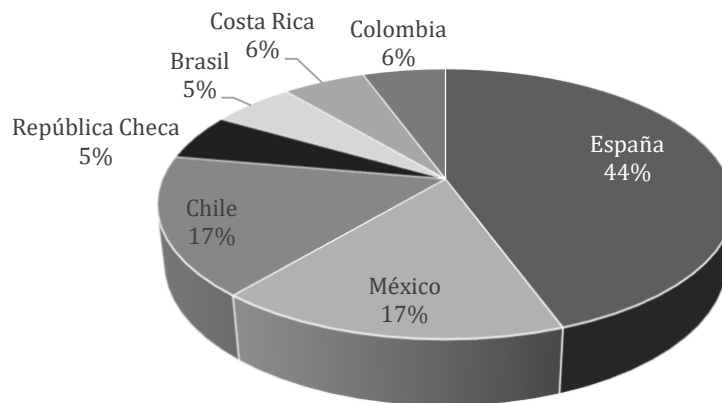
In the bibliographic search process carried out in the SCOPUS database, 56 articles were registered (65.12% of the total), and 30 articles (34.88%) for the WOS platform. A total of 86 articles were reviewed by title and abstract. The articles discarded for complete reading were those that did not comply with the subject matter (60.93%) and others were rejected because they were not directly related to the objective of the study (39.07%).

Of the 18 articles selected for review and analysis in full, the prominence of the time frame between 2020 and 2022 stands out, as it corresponds to 77.77%. According to the geographical reference, see Figure 2, it should be noted that 50% of the research comes from Europe and the other 50% from America. In Europe, publications in Spain 88.88% and the Czech Republic 11.11% stand out, while in the Americas, 33.33% are from Mexico, 11.11% from Costa Rica, 33.33% from Chile, 11.11% from Brazil and 11.11%

from Colombia. If we stop to reinforce the international perspective, these articles explore how technologies, including the digital portfolio, are integrated into modern educational contexts, promoting dialogue, inclusion and pedagogical innovation. It can also be seen how Spain, according to the screening carried out, has more studies on the subject developed.

Figure 2

Distribution of studies according to country of origin.



Note: own elaboration (2024).

On the other hand, analyzing data referring to the methodology used, 72.22% of the articles have a qualitative approach, while 27.77% are quantitative in nature. There are experimental, quasi-experimental, descriptive, predictive or correlational studies. On the other hand, in terms of the data collection instruments used, it can be said that questionnaires and surveys predominated, while the least used techniques were observation protocols, interviews and case studies.

Turning our attention to the objectives pursued for this systematic review, 72.22% of the articles reviewed note positive aspects about the use of the digital portfolio, among these results it is highlighted that: promotes reflection and continuous learning, develops digital skills, facilitates the monitoring of learning and develops digital skills, on the other hand, 88.88% report results aimed at their satisfaction or experience that students have about this resource, being also positive and favorable about its implementation. Thus, these results have significant implications for the design of pedagogical tools and university policies. On the one hand, they confirm the effectiveness of the digital portfolio as a resource to foster student self-regulation and satisfaction. On the other hand, they reveal the need to develop more inclusive research that addresses how these tools can be customized for students with educational needs, promoting true equity in the classroom, since a limited focus is observed within the studies analyzed and this could indicate a tendency in the literature towards prioritizing the general satisfaction of the student

body, leaving aside more specific and fundamental issues related to educational inclusion. This bias raises questions about current research priorities and their alignment with the real needs of university environments.

Digital Portfolio as a Self-regulatory Resource

The digital portfolio is an ICT tool used in the context of higher education to improve the principles of learning; this is a premise found in 22.22% (N=4) of the research. On the other hand, self-regulation refers to an individual's ability to control and manage his or her own thoughts, emotions and behaviors. Students who are effective in self-regulation can analyze task requirements, set productive goals, and select, adapt, or invent strategies to achieve their goals, these reflections could be established in 55.55% of the articles reviewed (N=10).

Through the studies consulted, the digital portfolio proves to be a resource that demands students to achieve a reflection on their work developed, in addition this practice calls for self-evaluation of each of the processes involved in its construction and establishes a relationship of autonomy in their daily work involving them in their teaching and learning process in an active and innovative way solving the problems involved (Cordeiro and Urbanetz, 2020; Gutiérrez et al., 2022; Roco and Barberà, 2022).

It is also evidenced by Kimova et al. (2022) that self-regulation is especially important in online learning, where the use of the portfolio could be established, since students must manage their own time and motivation to learn. In the study conducted by Tur et al. (2021) found that certain digital resources, such as infographics, rubrics and gamified quizzes, can have a significant impact on different phases of self-regulated learning.

The research in this review concludes that the use of the digital portfolio has proven to be beneficial, for example: allowing students to present their thought processes and enrich them through the exchange of ideas with peers and teachers (Rodríguez et al., 2022), on the other hand, it enhances the selection and organization of work in a critical and careful manner, evaluating the quality of their production and the learning strategies used (Cordeiro and Urbanetz, 2020). However, from a more critical point of view, its effective implementation requires adequate support and continuous training for students and teachers (Roco and Barberà, 2022). This limitation in technical quality poses a great challenge, since, if the student or teacher does not have advanced skills in design or use of this tool, the portfolio may lack visual appeal or functionality. On the other hand, among the weaknesses is the initial learning curve, especially for users with little technological experience, which can make implementation and management difficult.

Teachers' Response to the Use of Digital Portfolios in Higher Education

Teachers have observed that the implementation of the digital portfolio leads to meaningful participation in a virtual platform, increases students' awareness of their own learning, and improves teaching methodology and support (Gutierrez et al., 2022). This

is why, in the context of online learning, the teacher's role in promoting self-regulation is even more crucial, as students must make their own decisions about what materials to review, when and how much to study, and what strategies to modify to achieve their academic goals (Carrasco-Saez et al., 2021; Gaeta et al., 2021; González et al., 2021; Sáez et al., 2022; Vargas-Cubero and Villalobos-Torres, 2019).

In this sense, 44.44% (N=8) of the analyzed articles corroborate that teachers can facilitate the development of self-regulation skills in students by designing and implementing a digital portfolio. Vargas-Cubero and Villalobos-Torres (2019) conducted a study that contemplated 38 teachers in Costa Rica, here they stated that they were able to better guide students with this resource and follow them up together having a fluid communication with them.

In addition, Fernandez et al. (2022) have observed in their study conducted with 104 active university professors from the Faculty of Education of the Autonomous Community of Castilla - La Mancha in Spain, that the age of the teaching staff can be an important factor when facing technological challenges. They argue that younger teachers tend to be more proficient with technology. Thus, Carrasco-Saez et al. (2021) mention a project called DIPRO 2.0 in Chile, which includes activities of a digital portfolio for teacher training in ICT, these activities were useful to help teachers integrate digital technologies into their teaching practices and thus facilitate students' self-regulated learning.

In summary, self-regulatory tools, such as the digital portfolio, can be a valuable part of a teacher's pedagogical toolbox, helping students to take a more active and conscious role, as endorsed by García-Pérez et al. (2019).

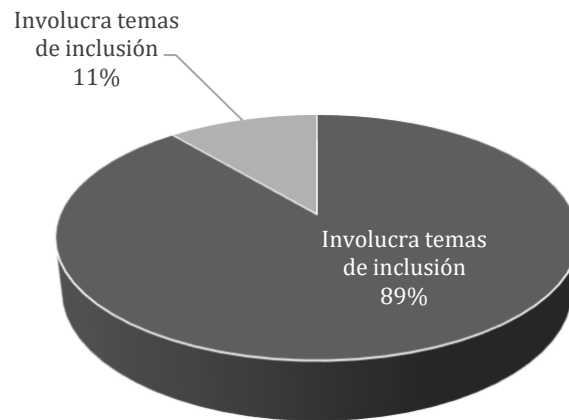
Finally, Vargas-Cubero and Villalobos-Torres (2019) suggest that more research is needed to address concerns about the possibility that in the digital portfolio, assignments may be copied by peers, as well as optimally correcting students' errors or omissions in their assignments. On the other hand, the lack of uniformity in the criteria stands out, since without clear guidelines, portfolios can vary significantly in structure and content, making it difficult to evaluate or compare them.

Experience and Satisfaction of Students with ~~Personal~~ Educational Needs in the Use of the Digital Portfolio

As shown in Figure 3, only 11.11% of the studies analyzed (N=2) focus their object of study on issues associated with educational needs, focusing exclusively on concepts such as «disability» or «inclusive education». This finding reveals a worrying absence of research addressing other more specific dimensions, such as socioemotional, cultural or technological supports. This may be due to the fact that current definitions are framed within traditional categories, which limits the exploration of emerging needs in an educational environment that increasingly demands diversified approaches.

Figure 3

Number of studies involving inclusion issues.



Note: own elaboration (2024).

Among the findings of the study conducted by Fernández et al. (2022) in Spain, revealed a major limitation, which is the low level of digital training of university faculty regarding support for students with disabilities. This study is aimed at visually impaired students, who face problems of access to information in the university environment. That is why a great challenge is posed, which is the use of the digital portfolio as a resource and inclusive for the implementation of this in any classroom.

Sampedro and Maldonado (2018) conclude in their study that Web 2.0 tools (all incorporated in a digital portfolio) play a relevant role as teaching resources, highlighting as a benefit that they favor the values of inclusive education, by promoting accessibility and planning, thus increasing the degree of equity among all students.

One of the successful cases of its implementation was the study carried out by Rodríguez et al. (2022) who conducted a study with 108 students, despite not having records of having students with educational needs, it is mentioned that the digital portfolio had a positive impact on the development of student learning, as they mentioned having enjoyed its implementation and believed that it gave them meaning in their professional development and practices. These results are consistent with the findings found by Lerma-Noriega et al. (2020), since in their study they were able to visualize more benefits, demonstrating that students value the feedback from both peers and teachers, in addition to causing curiosity and interest and decided to continue working with this tool, obtaining high levels of satisfaction.

There are two studies that carried out interventions with a control group and an experimental group. One of them was in Colombia, where Martínez-Sarmiento and Gaeta (2018) mention, as a success case that, the 38 students in the experimental group obtained better levels of satisfaction, with respect to the control group, in most of the study variables: task orientation, liking for the subject, learning strategies, use of technological resources, study time and perception of teacher support in learning tasks;

on the other hand, Carezo et al. (2018) in their study conducted, they also confirm that their experimental group of 167 students, showed a statistically significant improvement in the knowledge of these strategies.

It should be noted that higher education institutions are immersed in technology-mediated teaching and learning processes, with the aim of leaving no one behind. Thus, it is highlighted that the practical implication is that the digital training of teachers should be linked not only to the improvement of these processes, but also to their transformation, in order to respond effectively to the diversity of students and facilitate their full inclusion (Fernández et al., 2022; Sampetro and Maldonado, 2018).

It is essential that educational institutions do not limit themselves only to creating teacher training plans, but that these should be integrated into a more critical vision committed to inclusion and equity in the use of technologies, deepening adaptive pedagogical approaches that respond to the particularities of students with disabilities or educational needs, only then will it be possible to comply with the policies that demand universities more committed to inclusion (Fernandez et al., 2022). In this context, the challenge is to apply public policies that facilitate access to ICTs and implement strategies that allow universities to take advantage of access to the web to expand their educational services, solve didactic problems such as the high level of failure and thus raise the quality of their services (Aguilar et al., 2020).

Discussion and Conclusions

This research is based on one of the most relevant and little addressed issues in the educational field: the challenge of guaranteeing a teaching-learning process that is both effective and inclusive for all students. This approach responds to the growing need to adapt pedagogical practices to the diversity of educational needs, promoting an equitable and accessible educational model that considers the heterogeneity inherent in contemporary educational environments.

The results of the present systematic bibliographic review were based on the 18 studies selected in order to be able to respond to the objectives and questions posed. Thus, it can be concluded that, according to the first objective, which was to analyze the use of the digital portfolio as a resource linked to self-regulated learning by teachers working in higher education, it was found that this tool is a valuable resource to support self-regulation and personalization of how I learn. It is a versatile didactic resource that promotes active learning on the part of students. On the other hand, it manages to help in goal setting, self-efficacy, self-reflection and awareness. It is a facilitator of the monitoring of the teaching-learning process. Among the benefits we can add that it is dynamic, calls for order, provides greater freedom and confidence to the students, since they can visualize the continuity in the achievement of the objectives, providing autonomy and allowing self-evaluation.

The second objective of this research was to review the experience and satisfaction of higher education students with educational needs regarding the use of the digital

portfolio as a self-regulatory resource. This analysis revealed an important limitation in the existing literature, since few studies comprehensively address the intersection of three fundamental concepts: "digital portfolio", "self-regulated learning" and "educational needs". Most existing work focuses on the concept of "disability" or the general notion of "inclusion," without exploring more deeply how these digital tools can specifically serve these students, beyond traditional disability-focused approaches. This limited focus underscores a significant gap in current research, as the academic field seems to overlook the potential of digital portfolios to foster self-regulated learning in broader contexts of educational needs.

Thus, it can be stated on the basis of the studies reviewed that, iCT play a fundamental role in the promotion of inclusive education, and in this case the digital portfolio is used as a facilitating tool in the access to information, promoting the participation of all students, in an autonomous and self-reflective way, in order to support their academic progress. In addition, ICT and its resources (including the digital portfolio) help to adapt educational systems to the needs and diversities of individuals and contexts, which is essential for inclusive education. Therefore, studies show that it is absolutely feasible to use the digital portfolio in students with educational needs, in all the diversity that it implies, since it can provide dynamism when it is proposed by the teacher, virtually involving those who do not participate in class, giving them a voice, time for autonomous development y promoting equity in the classroom.

Despite the many benefits of the digital portfolio that have been reviewed, its use is not without threats and weaknesses that must be considered. Among the main threats are risks related to information security and privacy, since inadequate management can expose personal or professional data to unauthorized access. Likewise, dependence on technology and Internet connection may limit its use in contexts with insufficient resources or infrastructure problems. On the other hand, among the weaknesses are students and teachers with little technological and design experience, which may hinder its implementation and management. In addition, keeping the portfolio up to date requires time and effort, which can be a challenge for those without adequate planning or commitment.

Thus, the results obtained corroborate that equity in the classroom is a fundamental principle of inclusive education. Refers to ensuring that all students have equal opportunities to learn and participate in educational activities, regardless of their abilities, backgrounds, or personal circumstances circumstances (Sampedro and Maldonado, 2018). Inclusion is a fundamental concept in higher education that refers to ensuring that all students, regardless of their abilities, disabilities, ethnic, linguistic, religious, gender or other backgrounds, have equal opportunities to participate fully in learning. Inclusion implies eliminating barriers to learning and guaranteeing the presence, participation and achievement of all students in education (Fernández et al., 2022). Thus, the academic community must reflect on how to integrate the use of digital technologies in a more dynamic approach, which is not limited to curative or compensatory responses for students with disabilities, but also enhances the capabilities of all students, including those that have to do with their self-regulation and management

of their own learning processes. This not only improves educational accessibility, but also promotes more meaningful and autonomous learning, capable of adapting to the changing needs of the 21st century.

Despite the progress that has been made in the use of digital portfolios in education, there is still an urgent need, as a gap identified in the review, for the development of digital portfolio matrices specifically designed to be inclusive. As evidenced by the results of the study, the effective implementation of these tools cannot be limited to their superficial adoption; it requires an integral accompaniment that considers the context and the diverse needs of the students and the training of teachers in their use. However, it is noted that many of the studies reviewed tend to focus more on the overall effectiveness of digital portfolios, leaving aside specific strategies that could facilitate their inclusive use, which limits the applicability of these resources in diverse settings. In this sense, the lines of action for future research are to explore more deeply how these instruments can be adapted to the needs of students with educational needs, those who face socioeconomic barriers, or those who require differentiated pedagogical approaches, to ensure an equitable and effective integration of all students in the teaching-learning process.

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