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Presentation of Content

In the first article we present, *Prevalence of state anxiety in Mayan pregnant women from communities in southern Yucatan* by Rodríguez-Angulo, Elsa María, Santana-Carvajal, Andrés, Andueza-Pech, Guadalupe and Caballero-Canul, Ricardo, with adscription in Autonomous University of Yucatán, as the next article we present, *Resilient family constructs and beliefs in the face of the diagnosis of two members with disabilities* by Rábago-De Ávila, Marcela, Pérez-Sánchez, Lucía, Ruiz-Bernés, Salvador and Márquez-Pérez, Lía Lourdes, with adscription in Universidad Autónoma de Nayarit, as the next article we present, *Assessing the feasibility of negotiating with religious insurgencies: historical precedents and strategic lessons* by Miranda-España, Fernando, with adscription in Universidad de Santiago de Compostela, as the last article we present, *Transforming learning: Exploring the frontiers of educational innovation in the 21st Century* by Ruíz-Valdés, Susana, Ruíz-Tapia, Juan Alberto and Cruz-Solís, Ivette del Rosario, with adscription in Universidad Autónoma del Estado de México.

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Prevalence of state anxiety in Mayan pregnant women from communities in southern Yucatan

Prevalencia del estado de ansiedad en mujeres embarazadas Mayas de comunidades del sur de Yucatán

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Abstract

During the pregnancy stage, both biological and mental alterations can occur in mothers, which put their health and that of the future being at risk. In Mexico there are few studies on mental disorders in pregnant women. This study describes the prevalence of anxiety as a state in a sample of Mayan pregnant women from communities in southern Yucatan, Mexico. State anxiety inventory was applied. Anxiety levels were classified. The prevalence of anxiety as a state was 100%, with 85.1% at high risk and 14.9% above average. The pregnant women studied were found in transitory states of anxiety that could progress to permanent states of trait-anxiety, which would place them in a “gateway” for depression, if resilience tools are not provided that allow them to control these states. It is important to incorporate human resources in medical units to address care emotional disorders in pregnant women.

Resumen




En el embarazo pueden ocurrir alteraciones biológicas y mentales en las madres, que ponen en riesgo su salud y la del futuro ser. En México existen pocos estudios sobre trastornos mentales de las embarazadas. En este estudio se describe la prevalencia de ansiedad como estado en una muestra de mujeres embarazadas mayas de comunidades del sur de Yucatán, México. Se aplicó el inventario de ansiedad como estado. Se clasificaron niveles de ansiedad. La prevalencia de ansiedad como estado fue del 100%, con 85.1% en alto riesgo y 14.9% sobre el promedio. Se encontraron estados de ansiedad transitorios que podrían progresar a estados permanentes de ansiedad-rasgo, “puerta de entrada” para la depresión, si no se proveen herramientas de resiliencia que les permitan controlar esos estados. Es importante la incorporación de recursos humanos en las unidades médicas para atender los trastornos emocionales en las embarazadas.

Prevalence of state anxiety in Mayan pregnant women from communities in southern Yucatan.

Goals	Methodology	Contribution
<p>a) To describe the prevalence of anxiety as a state in a sample of Mayan pregnant women from communities in southern Yucatan, Mexico.</p> 	<p>a) Descriptive study. b) State anxiety inventory was applied. c) Anxiety levels were classified with Likert-type scores.</p> 	<p>a) This study contributes with evidence on anxiety states in pregnant women and the need to incorporate specialized personnel into medical units to prevent anxiety as a trait, which can lead to mental disorders that are more difficult to treat.</p> 

Prevalence, Transitory, Disorders

Prevalencia del estado de ansiedad en mujeres embarazadas Mayas de comunidades del sur de Yucatán.

Objetivos	Metodología	Contribución
<p>a) Describir la prevalencia de la ansiedad como estado en una muestra de mujeres embarazadas mayas de comunidades del sur de Yucatán, México.</p> 	<p>a) Estudio descriptivo b) Se aplicó el inventario de ansiedad como estado. c) Se clasificaron niveles de ansiedad con puntajes tipo Likert</p> 	<p>a) Este estudio contribuye con evidencia sobre estados de ansiedad en las mujeres embarazadas y la necesidad de incorporar en las unidades médicas personal especializado para prevenir la ansiedad como rasgo, que puede llevar a trastornos mentales más difíciles de tratar.</p> 

Prevalencia, Transitorios, Trastornos

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Introduction

Women during pregnancy, childbirth or postpartum experience biological, physiological, psychological, mental and emotional changes that can affect not only their health but also that of the baby (Goodman, 2019).

The detection of these alterations is more focused on attending to the biological aspects of the mother, such as obstetric complications such as pre-eclampsia-eclampsia, haemorrhage, obstructed labour, miscarriage and infections, among the main ones; in the baby, those derived from these complications such as preterm birth, neonatal asphyxia, congenital anomalies and central nervous system disorders (Horner-Jhanson et al. 2022; Palomo-Gómez et al. 2024).

However, less interest has been given to the detection and care of maternal mental health-related disorders; although in some countries support for mothers with difficulties related to their emotions and behaviours has become evident (McLeish, Ayers and McCourt, 2023).

In Latin American countries, the detection of mental disorders during the perinatal period is still considered a privilege of the wealthier classes. During prenatal care, there are well-established actions through Clinical Practice Guidelines and Standards and Guidelines Programmes and Manuals on what to do to prevent or detect biological complications in a timely manner; but those aimed at detecting and treating emotional disorders in women are not identified (Government of El Salvador, 2022; Government of Mexico, 2015; Government of Mexico, 2019).

In Mexico, few medical services carry out detection and treatment of mental disorders, with difficulties in the control and follow-up of cases (Evalúa, 2023).

One of the main emotional disorders reported is anxiety, which is present in 10-15% of pregnant women, affecting the quality of life of women and their children. The South of the Mexican Republic is one of the regions with the least maternal mental health care services and few studies have studied its magnitude (De Castro, Place, Allen-Leigh, Rivera-Rivera and Billings, 2016).

The high suicide rate in the State of Yucatán, which occupies the first places of this public health problem in Mexico (INEGI, 2023), as well as the disposition towards improving the quality of care of the users of the obstetric service presented in the community hospital of southern Yucatán, is an opportunity to carry out a study to identify the magnitude of the problem of anxiety in pregnant Mayan women from the surrounding communities who come for prenatal care and childbirth.

The aim of the study was to describe the prevalence of anxiety as a condition in Mayan pregnant women attending the community hospital in southern Yucatan, in order to identify women at risk of complication of the mental disorder.

Methodology

The study design was cross-sectional, with the participation of pregnant Mayan women who attended their prenatal check-up at the community hospital of gynaeco-obstetrics in the south of the state of Yucatan, in the period from March to May 2024. Their voluntary consent was requested and each was administered the STAI inventory to detect their state of anxiety (Spielberger, Gorsuch and Lushene, 1970).

The state of anxiety was considered to be a disturbance in emotions that are transient or transitory, but which if left untreated can progress to a permanent state of anxiety. The inventory included 20 statements about different emotional states, such as sadness, hopelessness, joy, uneasiness, etc. It uses a Likert-type scale to score and classify the different states of anxiety, with a score of 0-14 low risk, 15-19 tendency to average, 20-22 average, 23-31 above average and 32-60 high risk. The questionnaire was self-administered, and for this purpose, an area was set aside in the hospital where the women could answer the questionnaire freely and confidentially, which lasted approximately 30 minutes. The variables age, marital status, occupation and months of pregnancy were also collected. Subsequently, the information was entered into an Excel database and frequencies and percentages were calculated with the Epi Info vs.7 programme. Finally, the scores of each woman were added up and classified according to anxiety levels. Tables and graphs were produced.

Results

The sample consisted of 134 pregnant Mayan women who responded to the questionnaires. The age range was 13-43 years, mean 26 years, SD ±7 years. The most frequent age groups were 20 to 24 years and 25 to 29 years, with 23.9% and 24.6%, respectively; regarding marital status, 59.7% lived in a union; 93.3% were housewives; and 60.4% were in the third trimester of pregnancy (Table 1).

Box 1

Table 1

Socio-demographic and clinical characteristics of pregnant women

Age groups	Number	%
15-19	28	20.9
20-24	32	23.9
25-29	33	24.6
30-34	16	11.9
35-39	17	12.7
40-43	5	3.8
13	2	1.4
14	1	0.7
n=134		
CIVIL STATUS		
Soltera	8	5.9
Married	46	34.3
Free union	80	59.7
n= 134		
OCCUPATION		
Housewife	125	93.3
Employee	2	1.4
Worker	1	0.74
Another	6	4.4
n=134		
MONTHS OF PREGNANCY		
First trimester	5	3.7
Second quarter	48	35.8
Third trimester	81	60.4
n=134		

Most of the women responded that they were relaxed (74.7%), rested (87.4%) and comfortable (81.4%); but the predominant negative emotions were feeling tense (59.7%), nervous (55.2%) and worried (51.5%) (Table 2).

Box 2

Table 2

Prevalence of responses to pregnant women's statements about emotions

Frases/Num	%	Frases/ Num	%
I feel calm		I have self-confidence	
Yes 99	73.9	Yes 68	50.8
No 35	26.1	No 66	49.2
I feel safe		I feel nervous	
Yes 77	57.5	Yes 64	55.2
No. 57	42.5	No 70	44.8
I am tense		I am uneasy	
Yes 54	59.7	Yes 25	18.6
No 80	40.3	No 109	81.4
I am contracted		I feel very tied down	
Yes 44	32.8	Yes 20	14.9
No 90	67.2	No 114	85.1
I feel comfortable		I am relaxed	
Yes 80	59.7	Yes 100	74.7
No 54	40.3	No 34	25.3
I feel upset		I feel satisfied	
Yes 25	18.6	Yes 93	69.4
No 109	81.4	No 41	30.6
I am concerned		I am concerned	
Yes 48	35.8	Yes 69	51.5
No 86	64.2	No 65	48.5
I feel rested		I feel dazed	
Yes 117	87.4	Yes 18	13.4
No 17	12.6	No 116	86.6
I feel distressed		I feel joyful	
Yes 43	32	Yes 65	48.5
No 68	68	No 69	51.5
I feel comfortable		At the moment I feel good	
Yes 109	81.4	Yes 67	50
No 25	18.6	No 67	50

When classifying women's anxiety states, the majority (85.1 %) were in a high state and above average 14.9 % (Figure); no women were classified in other anxiety levels.

Box 3

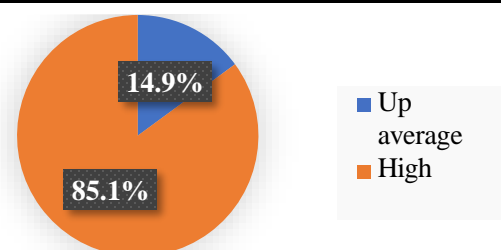


Figure 1

Levels of anxiety-status in the studied pregnant women

Rodríguez-Angulo, Elsa María, Santana-Carvajal, Andrés, Andueza-Pech, Guadalupe and Caballero-Canul, Ricardo. Prevalence of state anxiety in Mayan pregnant women from communities in southern Yucatan. Journal of Social Researches. 2024. 10-26: 1-6. <https://doi.org/10.35429/JSR.2024.26.10.1.6>

Discussion and Conclusions

The study presents evidence of the high level of anxiety that the Mayan women in the sample are subjected to during pregnancy. A state of anxiety that is transitory reflects the fact that women have tools that they put in place so that their emotions can be controlled. However, it is well known that there are other factors that can influence states of anxiety to become permanent and progress towards a state of trait anxiety, which conditions the woman and her baby to risk situations derived from states of anxiety that are not attended to in a timely manner (Giménez, Fatjó, González, & Arranz, 2019).

The transitory emotions of anxiety, which were most prevalent in the women who participated, were related to feeling tense, nervous and worried; and in general, half of them reported not feeling well. In this regard, it has been documented that worries in pregnant women in the third trimester of pregnancy are associated with fear of childbirth and newborn care (Chen et al. 2023; Xu et al. 2024). The age of the women, most of whom were at the peak of fertility, is similar to other studies where anxiety disorders have been reported (Baldeón, 2019). But much attention should be paid to the detection of these disorders in adolescent women and those at the extreme ages of pregnancy, whose risk is higher for not only obstetric but also mental complications (Cattane et al., 2020).

The stage of pregnancy is a very good opportunity to address issues related to the emotional states of women and their babies, given that they are receptive and willing to understand more about what can lead to some complication in them or with the future being in order to try to avoid or prevent them. It will be necessary to continue studying which situations are conditioning women to experience states of anxiety that put their mental health at risk, despite the fact that they feel relaxed when answering the inventories. In studies carried out in groups of pregnant women with similar characteristics in communities in the state of Yucatan, social, cultural and gender inequalities have been found that could be influencing these states of anxiety, such as lack of income, taboos and partner violence; as well as delays in making decisions to attend to their health and to receive the service, which has to do with the low quality of access to care for emotional disorders in pregnant women and in the perinatal period (Rodríguez, Oliva and Andueza, 2023).

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It has also been widely evidenced in the literature that women's insecurity during pregnancy, childbirth and perinatal period is influenced by the lack of good relationships with partners and family members (Papapetrou, Panoulis, Mourouzis and Kouzoupis, 2020), although in the women in the present study, the highest percentage reported feeling secure (57.5 %). However, it will be important to direct efforts towards the other percentage who experience states of insecurity during pregnancy, in order to find out what factors are causing them. Misconceptions about motherhood should be avoided and the transfer of quality information on the physiology of pregnancy, childbirth, the postpartum period and newborn care should be promoted, as well as social support networks, which can be important mechanisms for reducing mothers' insecurity and anxiety (McCarthy, Houghton and Matvienko-Sikar, 2021).

At the level of the health system in Mexico, there are still limitations in the detection of anxiety states in pregnant women and during the perinatal period. Over time, the importance of taking into account emotional states during these stages has gained relevance. Currently, at the national level, we hear in official speeches that among the priorities for the national development plan will be attention to the mental health of the population (Government of Mexico, 2024).

Strategies for the detection and care of pregnant women's mental health will be a very important challenge in order to comply with the guidelines established in the country's mental health programmes and guidelines. The incorporation of human resources such as psychologists and psychiatrists in medical units, as well as health personnel to support mental health promotion actions, is already a felt and demonstrated need. The incorporation of human resources with this profile will contribute to the timely detection and treatment of cases to prevent complications in mothers and children.

Declarations

Conflict of interest

The authors declare no interest conflict. They have no known competing financial interests or personal relationships that could have appeared to influence the article reported in this article.

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Article

Author contributions

Rodríguez-Angulo, Elsa: Conceptualization of the project idea, design, methodology, original writing, analysis, software, discussion and conclusions.

Santana-Carvajal, Andrés: Conceptualization of ideas, methodology, techniques, analysis, revision of the final manuscript.

Andueza-Pech, Guadalupe: Methodology, analysis, revision of the final manuscript.

Caballero-Canul, Ricardo: Methodology, supervision and analysis.

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Abbreviations

SD: standard deviation; INEGI: Instituto Nacional de Estadística, Geografía e Informática; STAI: State-Trait Anxiety Inventory.

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Resilient family constructs and beliefs in the face of the diagnosis of two members with disabilities

Constructos y creencias familiares resilientes ante el diagnóstico de dos integrantes con discapacidad

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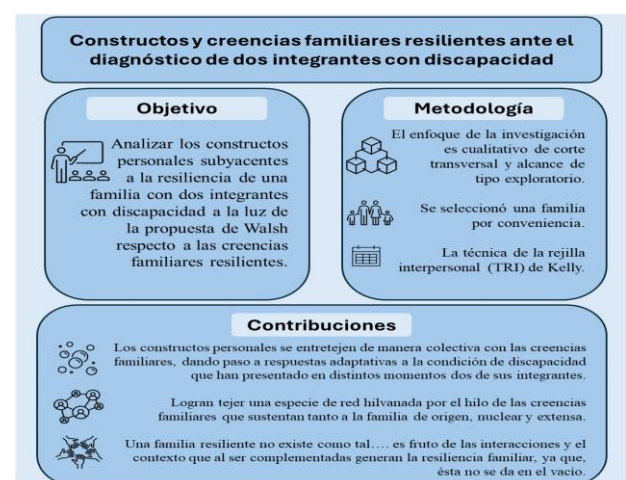
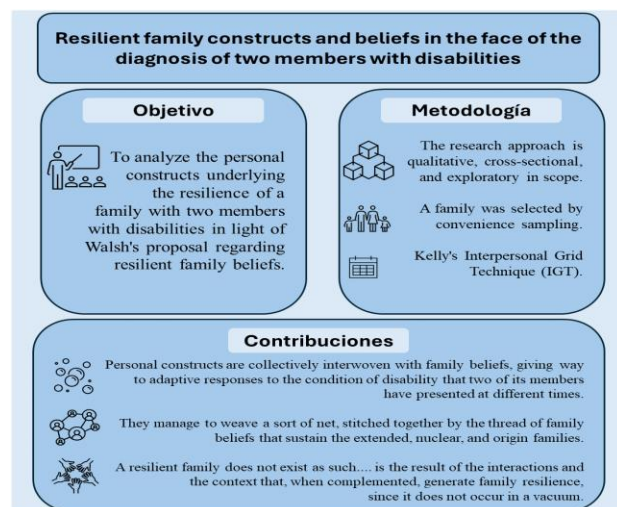
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Abstract

Conducting a study about resilience in a family with two members with disabilities may involve carrying out an exploration of the personal constructs of each member of the family, and in some way permeating their responses to that condition. The present work is qualitative research carried out with the objective of analyzing the personal constructs underlying the resilience of a family with two members with disabilities in light of the proposal of Walsh regarding resilient family beliefs. The analysis of these information has allowed in the present work to identify these dichotomous constructs that underlie the resilience of this family, which provide a rich and profound information about how in each of its members act the constructs that allowed them as a family Resiliently addressing disability.

Resumen

Realizar un estudio acerca de la resiliencia en una familia con dos integrantes con discapacidad puede implicar llevar a cabo una exploración de los constructos personales de cada uno de los integrantes de la familia, y que de alguna manera permean sus respuestas a dicha condición. El presente trabajo es una investigación cualitativa llevada a cabo con el objetivo de analizar los constructos personales subyacentes a la resiliencia de una familia con dos integrantes con discapacidad a la luz de la propuesta de Walsh respecto a las creencias familiares resilientes. El análisis de la información ha permitido en el presente trabajo poder identificar dichos constructos dicotómicos que subyacen a la resiliencia de esta familia, los cuales aportan una rica y profunda información acerca de cómo, en cada uno de sus integrantes, actúan los constructos que les permitieron como familia hacer frente de manera resiliente a la discapacidad.



Constructs, Disability, Resilience

Constructos, Discapacidad, Resiliencia

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Introduction

According to the World Health Organization (WHO), disability represents restrictions or absence with respect to bodily, individual and social functions (WHO, 2014; Fernández-López *et al.*, 2009). This translates into limitations or absence in the exercise of the rights of this population.

Such a reductionist vision circumscribes the condition of disability to a failure within the person who experiences such a condition, where their "functioning" is mediated by what they manage to do with respect to those who do not have the same experience.

The WHO (2023) mentions that 1 in 6 people worldwide, i.e. 1.3 billion people have some kind of disability. For this organization, sustainable development requires the inclusion of persons with disabilities (PWD) in the educational and social spheres, access to health services and the full exercise of their rights.

However, this is deeply affected by structural factors such as the enabling approach, discrimination and stigmatization. Not to mention the social determinants in health services, including poverty and poor access to education and employment for PWD (WHO, 2023).

Therefore, the social image built around this condition has been focused on deficiencies, failures, shortcomings, etc., which put PWD at a disadvantage compared to those who do not experience it in their bodies.

Hence, it is important to consider this population, and that, in many cases, they are an integral part of a family system, which is expected to respond through support, in order to provide containment in the face of such a condition.

Dallos (1996) considers that the support provided by the family in the face of the various situations they go through throughout their lives allows this system to achieve balance, adaptation and well-being through the constant interactions between its members through their common history, needs and shared experiences. It is their response to situations that enables the construction of meanings and family identity in the face of adversity.

Therefore, the meanings attributed to the context of disability are the cornerstone on which the belief system shared by families is built. This belief system will be a determining factor in the response experienced in the aforementioned context. Where human hope is put to the test in everyday life in the face of the condition of disability.

In the case of experiencing disability in two members of a family system, it tests not only their beliefs, but also their resilience to respond to this new life condition.

Thus, such an event can become the transformative impulse needed to respond to this experience. Through the recognition and use of the resources considered part of family resilience. This enables the family to resist the disruption of change and adapt to the crisis situation. Integrating the totality of the disability experience into the fabric and construction of their life history, beliefs and individual and family identity (Cyrulnik *et al.*, 2004; Quintero, 2005).

If the context of disability usually puts families to the test, going through this experience with the birth of two children with disabilities at different times can have a de-structuring impact on personal and family identity, and can also put to the test the system of beliefs and constructs, both personal and family, to cope with such experiences and cope with the situation.

Therefore, life experiences require a framework of intelligibility to give an explanation to everything that happens and in turn insert it into the plot of the life story, to give meaning and significance to the responses to such events, managing to build the beliefs that support identity and family resilience (White, 2016). The explanations we give ourselves to try to understand what happens to us are based on assumptions and models that organize and privilege what we perceive (Sluzki, 2011). These perceptions are based on "personal constructs", through which we organize the world and the events that happen in it, based on the internal cognitive structure that is unique to each individual (Botella & Feixas, 1998). Constructs or premises that permeate the relationship of individuals with their environment and their adaptation to life experiences (Bateson, 2006).

In the case of the family life experience regarding the birth of two members with disabilities, both personal constructs are put to the test, as well as the family belief system, organizational patterns and communicative processes, which form part of the keys of the proposal made by Walsh (2004) regarding family resilience.

Of these three keys to family resilience proposed by Walsh (2004), the family belief system is divided into three areas, which are shown in Table 1.

Box 1

Table 1

Family belief system: body and soul of resilience

Making sense of adversity
<ul style="list-style-type: none"> • Associative value: reality based on relationships. • Life cycle as orientation. • Sense of coherence. • Facilitative or limiting assessment of crisis, distress and recovery..
A positive approach
<ul style="list-style-type: none"> • Active initiative and perseverance. • Courage and encouragement. • Maintaining hope and an optimistic outlook; confidence in overcoming adversity. • Focus on strengths and potential. • Mastering the possible: active initiative and acceptance.
Transcendence and spirituality
<ul style="list-style-type: none"> • Values and more comprehensive purpose. • Spirituality: Faith, communion, rituals. • Inspiration: Glimpsing new possibilities.
Creativity
<ul style="list-style-type: none"> • Transformation: learning and growing from the crisis.

Source: based on Walsh (2004)

In 1955, George Kelly put forward the Theory of Personal Constructs (TCP), which is based on the idea that human beings see their world through a series of patterns that they create and into which they try to fit the realities that make up their world. These templates are known as constructs, which serve to explain, understand and interpret life experiences, so that they can make sense of themselves and the experiences that occur in their environment (Feixas & Cornejo, 1996). These are the structures of thought and action organized in a dichotomous way so that they determine the perception that the individual has of the world and, in turn, how he or she responds to the events that occur in it (Hernández, 2023).

Similarly, constructivism raises the relevance of the individual with respect to the construction that he or she makes of his or her surrounding reality and therefore of what he or she knows and experiences in it (Retamozo, 2012). Therefore, no two people interpret a common event in the same way. Because relationships and significant events in people's lives will be permeated by such personal interpretations (Winter, 2023). This approach allows us to understand the family's construction of the experience of the birth of two members with disabilities at different times, but which in the end may be an unexpected experience.

Finally, the research aims to understand the personal constructs that underlie a family's resilience to the experience of the birth of two members with disabilities.

Methodology

The research approach is qualitative, cross-sectional and exploratory in scope, in which by collecting data in a single moment and at a single time it is possible to analyze the reality defined through the interpretations of the participants, so that from their experiences and personal constructs regarding the condition of disability in their family context, it is possible to understand how these constructs facilitate the process of adaptation and resilience to such life experience, a position that fits perfectly with the objective of this research (Pinto, Salazar & Yurley, 2024; Hernández, Fernández & Baptista, 2014; Dorantes, 2010; Álvarez-Gayou, 2003).

Based on the constructivist perspective, a family was selected for convenience in order to find out the construction that participants make of the experience of the birth of two members with disabilities, through the data obtained by applying Kelly's interpersonal grid technique (IRT), with the aim of finding out the significant constructs regarding the resilience of the family from the point of view of each participant and the collectively constructed perspective (Álvarez et al., 2015; Fransella et al., 2004; Walsh, 2004).

The participants were the father of the disabled child, the mother of both children, the maternal grandmother and the maternal uncle of both children with disabilities.

The individual interview was used as an instrument for the elaboration of the technique, which generates a data matrix that is subjected to several analyses to reveal its apparent and implicit structure. This allows for both quantitative and qualitative analysis of the belief system through the elements, constructs and scores (Neimeyer, 1996). In the case of the items, they are made up of those significant people chosen by the participants. In the case of IRT, it is suggested to take into account the real and ideal self in order to know the perception of the self and the expectations about it. This generates an idea of the construction of the self and the possible cognitive conflicts of the participants. In the case of the constructs, these are elicited in dyads where similarity and difference with respect to the other pairs of items are explored. The scores obtained are recorded in the IRT format based on a Likert scale whose score ranges from 1 to 7 (Garcia-Gutierrez, & Feixas, 2018; Álvarez *et al.*, 2015; Feixas & Cornejo, 1996).

Procedure

The procedure and data collection was carried out by explaining the aim of the research to the family, their voluntary participation and the confidentiality of their personal data. The letter of informed consent was read and signed, and then the interview was conducted for approximately 1 hour and 30 minutes with each of the participants, for the elaboration of the grid technique.

Subsequently, the constructs were elaborated and recorded in the grid by the interviewer together with the interviewee. The elements are listed according to what the participants consider to be the most significant people in their lives. There are basic elements for the study: the self and the self after the experience of disability, as well as those that each interviewee chooses in a particular way.

Once the elements have been selected, they are presented in dyads to the interviewee and questions are asked about the similarities in these elements and then about the respective differences. This procedure is carried out for each dyad of elements presented and with each of the interviewees individually.

Regardless of the order in which the dyads were presented, care was taken that the elements: self and self after the experience of disability were presented in dyads with the highest number of elements chosen by the interviewee.

Finally, the ideal self is added because it is a requirement of the programmed with which the results are analyzed on the website.

Results are analyzed on the website. Once all the elements were in place, we proceeded to score each dyad on a scale of 1-7.

The data obtained with these scores were recorded in the grid through the RECORD 5.0 programmed and entered in the following web page <http://www.tecnicaderejilla.net/programa>.

Analysis of results

To carry out the integration of the results of the respective grids, they were analyzed in the RECORD version 5.0 program with which both qualitative and quantitative data were obtained from the four participants (Garcia-Gutierrez, & Feixas, 2018; Feixas & Cornejo, 2002; Álvarez *et al.*, 2015). These were entered on the website: <http://www.tecnicaderejilla.net/programa>.

It was considered that a wide network of meanings can be found in a person, formed by hierarchically organized personal constructs and that there are also nuclear constructs that are the most significant for the subject, which define their identity and intervene in the construction of the significant beings of the subject's interpersonal world. And other peripheral constructs, which are subordinate to the former.

The following indicators were taken into account for this research:

The program RECORD version 5.0, performs the calculation of the intensity, polarization and discriminative power indices of each construct (Garcia-Gutierrez, & Feixas, 2018; Feixas & Cornejo, 2002). The intensity index is an indicator of the centrality or importance of the construct. Those with greater intensity are those that present more correlation with the other constructs. While the most peripheral is the one with the lowest intensity (Feixas & Cornejo, 1996).

Polarization measures the radicality with which a construct is perceived by the respondent. The use of extreme scores indicates the degree of significance of the construct or item. Thus, a certain cognitive rigidity may be reflected in high scores. Constructs that have high scores on the polarization index and discriminative power can be considered as supra-hardened constructs (Feixas & Cornejo, 1996). Discriminative power is a measure of the flexibility with which the construct is applied; in which we find that the higher the value, the greater the flexibility with which a construct is applied (Feixas & Cornejo, 1996).

Based on the subjective experience of the family members and the elaboration of their respective grids, we proceeded to analyze, in accordance with the research objective, the underlying constructs with respect to this experience. To this end, the results obtained from the application of the grid to the four family members were processed in tables for a schematization and understanding of the data obtained (Jofré, 2024). From these, we proceeded to select those constructs that obtained a higher score in the three indices (intensity/centrality, polarization /radicality and discriminative power/flexibility).

Results

Next, the results of the personal constructs of each of the family members are interpreted in the light of the family resilience proposed by Walsh (2004), in order to identify the constructs underlying the resilience of a family with two members with disabilities.

Results for the mother

Personal constructs. Table 2 shows the results obtained from the mother, which were chosen on the basis of those constructs with the highest scores on the indicators. In the case of polarization (radicality), she presents a higher score (91.67) with the construct "exploited-just", which shows the implications of the impact that the birth of two children with disabilities had on her, hence, if for the mother justice is part of her central constructs, then this is how one can understand her difficulty to adapt to the disability of her first daughter and question the lack of justice of God, which makes it clearer to understand the lack of reasonable explanation for the situation of disability of both children.

Similarly, the significance and intensity (centrality) is evident with a score of 0.53 in the construct "Honest-dishonest", which is reflected in the recognition of the pain experienced by the situation of disability in both children, and from the perspective of resilience, not to deny the emotions, but to transform them once they go through the painful path of disability and turn it into their greatest strength to succeed in getting ahead in life. Once the condition of disability has been accepted in both children, a process for which the support of her husband has been of utmost importance to achieve the adaptation and transformation of the family system.

Regarding the dependent-independent construct that obtained the highest discriminative power, which refers to cognitive flexibility, with a score of 3. It can be seen that being the most flexible, it has allowed the mother to delegate much of what is considered a "maternal role" for study purposes, having to depend to a certain extent on the support of the father figure to cope with the issues and needs of a child with disabilities. Therefore, it is important to mention the role of the father figure, which has not only been limited to moral support, but also to the care of the child with disabilities, to play roles that were culturally stereotyped for women and that, due to the needs of the particular situation that the family is currently going through, have been adapted. The flexibility in this construct has also allowed them to draw on the support of friends and family, when necessary, i.e. to use the support network. Based on this, it is possible to highlight in the mother the characteristic of resilience focused on transcendence, which is centered on values and a more comprehensive purpose, that is, in the use of moral resources, values such as honesty and justice, as well as her social network of emotional support, managing to give meaning to adversity.

Box 2

Table 2

Personal constructs and indicators of the mother			
Element	Construct	Index	Score
Mother	Honest-dishonest	Intensity	0.53
	Profited-just	Polarization	91.67
	Dependent-independent	Discriminating power	3.00

Source: own elaboration of the results obtained in the RECORD 5.0 programmed

Results of the father

Personal constructs. Table 3 presents the results obtained as the highest scores for the father's indicators.

For the father, being generous (intensity/centrality) is identified with a score of 0.35; polarization /radicality in the construct quiet-pleasant with a score of 38.46 and the construct scolding-good people, with a score of 3.23 of discriminative power (flexibility), are part of the constructs that best define him. That is to say, for the father, how other people, from his particular way of constructing the world, fit better with calm and quiet people, who in turn are good people and generous, therefore, for the father it is part of his personal vision to face the situation of his son's disability as calmly as possible, being good people and generous is reflected in the lack of questioning that he does not question his son's situation. In other words, the father takes things as they happen, trying to adapt, which leaves him better protected from the stress that a disability situation usually generates in a family member, and at the same time, allows him to observe his capacity to give himself and his unconditional love to his son. The father deals with the disability in the most creative way possible, which can be seen in his coexistence with his son and how, without speaking, he expresses the satisfaction he feels at being with his father. It is worth mentioning that for the father being calm implies not being worried, above all, not worrying about situations that are out of his hands to change. Therefore, he has a better and greater capacity to adapt to his son's disability.

This has been a fundamental support in the adaptation of the mother who has been the one to experience the birth of two children with disabilities. It is worth mentioning that the father's generosity is reflected in the love he lavishes on his son without limit, prejudice or measure. The constructs that in turn become more flexible are: good people and calm. That is to say, to a certain extent, there may be a flexibility in them that allows them to better adapt both to the context and to the vision they have of the people with whom they interact. The construct that is most significant in dads is: quiet-talkative. It tends to be a personal characteristic of the father to be quiet to a certain extent, but it does not imply that if he does not like things, he refrains from expressing his way of thinking.

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Box 3

Table 3

Personal constructs and father indicators			
Element	Construct	Index	Score
father	Selfish-generous	Intensity	0.35
	Quiet-talker	Polarization	38.46
	Scolded-good people	Discriminating power	3.23

Source: own elaboration of the results obtained in the RECORD 5.0 programmed

Grandmother's results

Personal constructs. Table 4 below shows the results that generated the highest scores for the grandmother.

Regarding the construct: Selfish-generous, which obtained an intensity (centrality) of 0.47, it can be seen reflected in the generosity and dedication to the care of both grandchildren who have presented a condition of disability. This has led her to provide support in the most critical moments that the family has gone through, and she is one of the people in her family who is considered to be the strongest.

The strict-permissive construct presents a polarization (radicality) of 76.92 together with the other constructs with the highest scores in the grandmother, showing an inclination she has to a certain extent to be overly permissive, which can be confused on many occasions with generosity.

That is, she gives of herself, time and care without measure. For, the grandmother feels a great concern for her grandchild's situation and the fact that she knows her grandchild has special needs makes her worry about him, to the extent that she considers that meeting the needs of her grandchildren is part of her responsibility.

In the case of the construct grudge-not holding grudges with a discriminative power (flexibility) of 2.77, it is observed that despite the suffering due to the birth of two grandchildren with disabilities and various events in her personal life, she does not hold grudges against anyone, which allows her to adapt a little more to the events of life without them having a negative impact on the way she deals with them.

Box 4

Table 4

Personal constructs and grandmother indicators			
Element	Construct	Index	Score
grandmother	Selfish-generous	Intensity	0.47
	Strict-permissive	Polarization	76.92
	Rencorosa-no guardar rencor	Discriminating power	2.77

Results for the uncle

Table 5 below shows the results that generated the highest scores for the uncle.

In the non-affectionate-loving construct, which obtained an intensity (centrality) of 0.26, it can be observed that he is a person who mentions that he was already affectionate, after his nephew's disability, but he has become a little more expressive of the affection he feels specifically for him; he considers himself attached to the family after the birth of his nephew.

Regarding the concerned-unconcerned construct, with a polarization index (radicality) of 53.85, this is reflected in the fact that he is usually a carefree, idealistic, authentic and extrovert person, characteristics that have allowed him not to lose objectivity in the case of the disability of his only two nephews. Likewise, these characteristics have also been fundamental to face the situation of disability of both nephews, the fact of being carefree allows him to face the disability according to what is required on a daily basis. The attachment that he considers to have occurred more after the birth of his nephew, allows him to establish a better coexistence with the members of both the nuclear family and the extended family, so it can be seen that the diagnosis of his nephew has been a turning point in his way of relating to the family. Finally, with regard to the closed-open construct, which obtained a score of 3.23 for discriminative power (flexibility), this is reflected in the openness to the condition of both nephews, who, although they have been more attached to the child, the second to be born, in both cases the diagnosis was a shock. However, the experience of grief has been greater with her nephew. Even so, his ability to open up to new experiences and realities has allowed him to fully enjoy himself, at least to this day.

Box 4

Table 4

Constructos personales e indicadores del tío			
Element	Constructo	Index	Score
Uncle	Not affectionate-loving	Intensity	0.26
	Worried	Polarization	53.85
	Closed-open	Discriminating power	3.23

Source: own elaboration of the results obtained in the RECORD 5.0 programmed

Exploring the actions carried out by the members of a family in the face of the experience of disability in two of its members in light of the underlying constructs on which these behaviors considered resilient are based, allows us to articulate the relationship that exists between both elements, which are intertwined and feed back into the reciprocal interactions of the family members (Pérez, Rábago, Castillo & Espinosa, 2018).

Such an exploration allows us to realize that people invariably have particular ways of constructing the world and their experience of it. So even though they may belong to the same family and live a common life experience, each will have different ways of perceiving, interpreting and describing it, and therefore different realities will be constructed around that experience (Watzlawik, Beavin & Jackson, 2009).

Exploring what lies behind such constructions in a way that can also be linked to the ability to respond, adapt and recover from such an event, is the task of the personal constructs proposed by George Kelly (Neimeyer, 1996; Botella & Feixas, 1998). As well as the study aimed at the recovery of life histories with resilient responses to events that burst into the lives of families and in the face of which some of them choose to overcome the experience. Hence the importance of family resilience (Walsh, 2004). All of the above allows us not only to explore but also to link personal constructs and the family belief system that sustains these constructs (Dallos, 1996). Thus, although the constructs are personal, they manage to link in such a way that they unite in themselves the essence of relational patterns and family beliefs (Bagarozzi & Anderson, 1989). Hence the importance of their exploration.

Conclusions

At the conclusion of the study, it was observed how personal constructs are collectively interwoven with family beliefs, giving way to adaptive responses to the condition of disability that two of its members have presented at different times. Although the constructs are personal and therefore represent the way in which each member of the family has constructed a reality around the disability experienced in the family, they manage to weave a kind of network threaded by the thread of family beliefs that support both the family of origin, nuclear and extended family.

It should also be noted that to a large extent the constructs are a fundamental basis for resilient coping with disability; if these constructs are intertwined and complementary, they generate a more solid network of family functioning, capable of coping with the onslaught of disability.

Thus, although each family member shows different profiles, their constructs still collaborate in a network of resilient interactions. Hence, family systems are established through relationships that pose communications with message value: "The difference that makes the difference".

Therefore, it is concluded that a resilient family does not exist as such... is the result of interactions and the context which, when complemented, generate family resilience, as this does not occur in a vacuum.

Similarly, it was observed that although the birth of the first member of the family with a disability was shocking given the conditions, in a second moment, after the death of that little girl and with the birth and diagnosis of the second member with a disability, there was a very marked growth in the family, both individually and as a family.

This has undoubtedly had a significant influence on the father of the child, allowing an opening to new possibilities and learning, maintaining hope and bringing out the best personal and family resources.

A combination of resilience-related constructs was found in the family members, such as: affectivity, acceptance and recovery, optimism, learning and focus on strengths. This was not only evident in the results of the interview, but also corroborated through the grid technique, being a pattern in the family history that, through the life experiences of its members, they have achieved learning of strength in adverse situations.

It is interesting to note that in males the constructs are more related to the emotional category, with calmness, being good people, kind, affectionate and attached being relevant in them.

Finally, the findings of this research show that people's fundamental constructs guide their actions, feelings and attitudes towards disability. This leads us to consider the importance of carrying out integration work in the family in order to stimulate resilience.

It is necessary to state the limitations and recommendations regarding the approach that the research has been qualitative in nature and it was not intended to make a generalisation of the results, but rather to study in depth a family with the life experience of two members with disabilities. Since it is precisely these people who become experts in their experiences, in how they respond, what resources they have and how this experience becomes a springboard to be catapulted towards new transformations, allowing them to bring out their greatest abilities and build themselves in accordance with their preferred identity. Therefore, it is suggested to carry out research that does not work with general guidelines, that is to say, to make systemic intervention taking into account the structures of each family and their respective family constructs, because, if their particular constructs are not identified, the work is practically superficial... this according to Foley who considers "it is useful and illuminating to reconstruct the Theory of Personal Constructs in the light of the study of Bateson and the systemic theorists (Feixas & Viaplana, 1990).

It is also suggested that for future studies focus groups with families who have gone through similar experiences should be conducted to give voice to that which has been marginalised: their experiences of life, impact and transformation with disability.

Declarations

Conflict of interest

The authors declare that they have no conflicts of interest. They have no known competing financial interests or personal relationships that might have appeared to influence the article reported in this paper.

Authors' contribution

Rábago-de Ávila, Marcela: Contributed by leading the project and conducted a comprehensive review of the existing literature on family resilience and personal constructs. In addition, she elaborated the theoretical basis based on Walsh's (2004) proposal and other relevant theories. Finally, I write the theoretical framework section of the article.

Pérez-Sánchez, Lucía: She contributed by designing the qualitative methodological approach of the study. Selected and justified the method of data collection, such as interviews, focus groups or document analysis. Described the data collection process and the criteria for selecting the participating family. Wrote the methodology section of the article.

Ruiz-Bernés, Salvador: Analysed the data collected using appropriate qualitative techniques, such as thematic analysis or content analysis. Identified and categorised the dichotomous personal constructs related to family resilience. Wrote the results section, presenting the identified constructs and their relationship to resilience.

Márquez-Pérez, Lía Lourdes: Interpreted the results in light of the theoretical framework and the objectives of the study. Discussed the practical and theoretical implications of the findings. Identified the limitations of the study and proposed future lines of research. Wrote the discussion and conclusion section of the article.

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Abbreviations

WHO: World Health Organization
 PWD: Persons with Disabilities
 PCT: Personal Construct Theory
 IRT: Interpersonal Grid Technique

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Assessing the feasibility of negotiating with religious insurgencies: historical precedents and strategic lessons

Evaluando la viabilidad de negociar con insurgencias religiosas: precedentes históricos y lecciones estratégicas

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

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Abstract

This document examines how negotiation strategies impact conflict resolution with insurgent groups, focusing on the U.S. approach to the Taliban during the Afghan conflict. It compares the U.S. strategy with historical cases of successful negotiations, such as with the Free Aceh Movement and the Moro Islamic Liberation Front. It argues that military approaches alone do not address the root causes of insurgencies and that successful peace agreements require negotiations under the right conditions. Key lessons include the importance of timing, trust, and addressing political grievances. The document suggests that the U.S. reluctance to negotiate with the Taliban, due to fears of legitimizing the insurgency, overlooked the potential benefits of dialogue. Insights from these cases could have informed a more effective strategy for the Afghan conflict, highlighting the value of negotiation for achieving lasting peace.

Resumen

Este documento analiza cómo las estrategias de negociación impactan la resolución de conflictos con grupos insurgentes, centrándose en la postura de Estados Unidos hacia los talibanes durante el conflicto afgano. Compara la estrategia de EE.UU. con casos históricos exitosos, como el Movimiento Aceh Libre y el Frente Islámico de Liberación Moro. Se argumenta que los enfoques militares por sí solos no resuelven las causas subyacentes de las insurgencias, y que los acuerdos de paz exitosos requieren negociaciones en condiciones apropiadas. El estudio subraya la importancia del momento oportuno, la confianza y la resolución de agravios políticos. Sugiere que la reticencia de EE.UU. a negociar con los talibanes, por miedo a legitimar la insurgencia, pasó por alto los beneficios potenciales del diálogo. Las lecciones de estos casos podrían haber llevado a una estrategia más efectiva para el conflicto afgano, destacando el valor de la negociación para alcanzar una paz duradera

Assessing the Feasibility of Negotiating with Religious Insurgencies: Historical Precedents and Strategic Lessons		
Objectives	Methodology	Contributions
 Evaluate the feasibility of engaging in negotiations with religious insurgent groups.	 Examine the negotiation processes and peace agreements between Indonesia and the Free Aceh Movement (GAM).	 Demonstrate the feasibility of engaging in negotiations with religious insurgent groups
 Examine the potential for achieving favorable outcomes through such negotiations.	 Analyze the negotiation strategies and peace settlements between the Philippines and the Moro Islamic Liberation Front (MILF).	 Highlight the essential conditions and requirements for successful negotiations
 Identify the essential conditions required to conduct effective negotiations.	 Apply insights from these case studies to the context of Afghanistan.	

Evaluando la viabilidad de negociar con insurgencias religiosas: precedentes históricos y lecciones estratégicas		
Objetivos	Metodología	Contribuciones
 Evaluar la factibilidad de iniciar negociaciones con grupos insurgentes de carácter religioso.	 Examinar los procesos y acuerdos de paz entre Indonesia y el Movimiento Aceh Libre (GAM).	 Demostrar la viabilidad de entablar negociaciones con grupos insurgentes religiosos.
 Analizar las posibilidades de alcanzar resultados favorables y acuerdos de paz sostenibles.	 Analizar las tácticas de negociación y los acuerdos de paz entre Filipinas y el Frente Moro de Liberación Islámica (MILF).	 Resaltar las condiciones y requisitos esenciales para negociaciones exitosas.
 Determinar las condiciones clave necesarias para realizar negociaciones efectivas.	 Aplicar las lecciones de estos estudios al contexto afgano.	

Negotiations with insurgencies, Free Aceh Movement, Moro front for national liberation

Negociaciones con insurgencias, Movimiento Aceh libre, Frente moro de liberación nacional

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Introduction

The images of hundreds of people running towards the last American planes leaving from Kabul during the final days of the US' withdrawal from Afghanistan are difficult to forget.

Today, the shadow of those tumultuous days lingers, as many continue to grapple with the factors that contributed to the tragic conclusion of the two-decade-long conflict (Brownlee 2024). Amidst those factors, significant scholarly attention has been directed toward the United States' hesitancy to engage in substantive negotiations with the Taliban (Brooking, 2022). At the core of this scrutiny many wonder: What could have happened if negotiations were approached differently?

When it comes to sitting at the table with insurgent groups, it is often argued that holding talks with these factions will not be a viable way to resolve the conflict. Opening up to such possibilities, it is said, would only serve to legitimize the efforts of the insurgency and potentially encourage further violence (Byman 2009). These assumptions are argued to have been at the heart of the White House's reluctance to openly negotiate with the Taliban and pursue a peace agreement through such means (Rubin 2020). However, historical evidence has demonstrated that despite these arguments, negotiations with such groups are common, and they have in multiple instances led to long-lasting peace settlements (Clarke & Paul 2014).

With this in mind, the following paper will explore the historical precedents for negotiating with insurgent groups like the Taliban, seeking to extract lessons that could have been considered and applied to the conflict. It will begin by briefly defining what constitutes as an insurgency before examining arguments for and against opening negotiations with such groups. The paper will then delve into two distinct examples where negotiations were successfully conducted with armed groups, focusing on the negotiation process and the resulting settlements to extract lessons from these processes. Finally, the paper will discuss the potential applicability of these lessons to the Afghanistan conflict before concluding.

Insurgencies and negotiations

When addressing insurgencies, it is crucial to clearly define what we understand as one, particularly considering the proximity that these groups hold to terrorist organizations due to the nature of their actions and their frequent collusions with them (Chenoweth et al. 2019).

Given this situation, the following essay understands insurgencies as “*protracted political-military activities directed toward [...] the use of irregular military forces and illegal political organizations [...] to weaken government control and legitimacy while increasing insurgent control [of a particular area] and [their] legitimacy*” (CIA 2011, p. 4–5).

The primary argument against engaging in negotiations with insurgencies is that such a move would not only reward their behavior, but also provide them with the legitimacy they crave (Best & Bapat 2018). Simply put, if these groups believe they can accomplish their goals through force, they will continue to employ it to achieve their objectives (Byman-2009). Conversely, insurgencies would have no incentives to use violence if governments offer no concessions, as their actions would then be proven to be futile (Best & Bapat 2018). It is similarly argued that engaging in negotiations with these groups, despite the inherent risks, might ultimately be fruitless, as insurgencies often lack the capability to uphold reliable commitments. A reality that becomes even more challenging when negotiating with religious factions like the Taliban, as their beliefs are perceived to make them unable to compromise (Klocek, 2015). However, various studies have shown that the “*no concessions*” strategy has consistently failed to dissuade insurgent groups from resorting to violent means to achieve their objectives (Best & Bapat 2018). Furthermore, in most cases, states ultimately opt to engage in negotiations with these groups, as their economies cannot endure the no-concessions approach for extended periods of time (Clarke & Paul 2014). On a similar note, while the use of armed forces is recommendable to create a mutually hurting stalemate (MHS) that would facilitate negotiations, their indiscriminate use has been proven to intensify insurgencies by inadvertently escalating the conflict and providing armed groups with further justification for their actions (Zartman 2001; Weinstein 2006).

Ultimately, those that advocate in favor of negotiating with insurgent groups do so on the belief that resolving these conflicts necessitates a political resolution that addresses the fundamental political grievances underlying the insurgency (Petrova 2015).

Historical Precedents

After examining the arguments in favor and against negotiations, when it comes to reality, governments do tend to open successful negotiations with these groups: the IRA and the UK, RENAMO and Mozambique, the FARC with Colombia, etc. (Clarke & Paul 2014). The examples are plentiful, but for the purposes of this essay, and given the religious background of the Taliban, the focus of the following section will be aimed at analyzing the successful negotiations that were conducted with religiously motivated insurgencies, due to their higher resemblance with the aforementioned group. This study will now delve into the history and peace process of two precedents: the Free Aceh Movement and Indonesia, and the Moro Islamic Liberation Front and the Philippines, to then extract the lessons to be learned from them.

A. Free Aceh Movement and Indonesia

Context

The Free Aceh Movement (*Gerakan Aceh Merdeka*, GAM), was emerged in 1976 seeking the independence of Indonesia's Aceh region (Schulze 2004). Guided and fueled by Islamic values, throughout its history, GAM underwent three distinct phases. The first phase, from 1976 to 1979, was characterized by the group's small size and eventual dispersion, with its leaders forced into exile due to the counterinsurgency (COIN) operations of Jakarta (Ross 2005; Kingsbury 2007). GAM would reemerge in 1989 with increased troops and support, triggering larger and harsher COIN operations that resulted in the second dispersion of GAM forces (Schulze 2004; Ross 2005). However, this later victory was short-lived, as the exit of Indonesian President Haji Mohammad Soeharto in 1998, coupled with his successor's decision to remove troops from Aceh, enabled GAM to regroup with greater strength than before due to the escalated grievances towards Jakarta caused by the intensified military actions of the second phase. (Amnesty International 1993; Ross 2005).

Negotiations and the “Memorandum of Understanding”

Negotiations between GAM and the Indonesian government commenced during this third reemergence, with both sides initially coming together to pact a ceasefire. However, the distrust between both parties was prominent throughout these initial talks and it eventually prompted the Indonesian government to arrest the GAM negotiators, abruptly ending this first attempt (Schulze 2004). This same issue arose during the second round of negotiations, commencing in 2002. Despite both factions signing the "Cessation of Hostilities Agreement" (COHA), which facilitated another ceasefire, this time under the supervision of the Centre for Humanitarian Dialogue (CHD), the absence of sufficient monitoring and enforcement mechanisms, coupled with persistent distrust and commitment issues from both sides, ultimately resulted in the premature termination of the agreement (Huber, 2004). Nonetheless, after intense military offensives in the region, the 2004 Sumatra-Andaman tsunami, and the efforts of Acehnese NGOs to foster a better atmosphere for negotiations; talks resumed once more with both parties exhibiting more pragmatic and realistic expectations for the peace settlement (Large & Large 2008).

A notable aspect of this third round of negotiations was the mediation led by former Finnish President Martti Ahtisaari, who organized the negotiations around the principle that "*nothing is agreed until everything is agreed*", meaning that unlike previous attempts, the final agreement would be postponed until both security and substantive issues could be resolved together (Large & Large 2008). That strategy ultimately culminated in the Memorandum of Understanding (MoU) of 2005, in which GAM agreed to disband and relinquish its demand for independence in return for amnesty to its combatants, allowing for the group's transition into a political entity, and a broader autonomy for the Aceh region (Aspinall 2005). The agreement also withheld the government's commitment to reducing the presence of military and police forces in the region, as well as the implementation of a monitoring mission, ultimately led by the European Union and ASEAN, to ensure the compliance of both sides (Aspinall 2005)

B. MILF and Philippines

Context

The Moro Islamic Liberation Front (MILF) was originally part of the Moro National Liberation Front (MNLF), an insurgent group which sought to establish an independent state based in the Mindanao region of the Philippines. However, the MILF's more pronounced focus on Islamic law and ideals led to the group's eventual break away from the MNLF in 1977, after the later reached an agreement for semi-autonomy with the Philippine government ([Mapping Militant Organizations 2019](#)).

Negotiations and the “*Comprehensive Agreement on the Bangsamoro*”

While talks between the MILF and the Philippine government commenced in the late 1980s, significant efforts didn't materialize until 1997, following the signing of the Tripoli agreement between the MNLF and the Philippines, which ended their 25-year-long conflict ([Herbolzheimer 2015](#)). In that year, negotiations between MILF and Manila lead to the signing of the “General Cessation of Hostilities”, which introduced a series of confidence-building measures as well as a cease-fire. However, the peace process faltered in 2000 when Joseph Estrada's administration, arguing that they were indulging the armed group, withdrew from negotiations and initiated attacks on the insurgency ([Abuza 2005](#)).

Numerous attempts to forge a peace agreement followed in subsequent years under Malaysian facilitation. Unfortunately, these efforts would repeatedly fail, mainly due to the absence of trust between the armed forces and the MILF ([Abuza 2005](#)). Nonetheless, while initially fruitless, these peace-seeking efforts served to showcase the commitment of both sides to reach a peaceful resolution for the conflict, thus gradually building trust between both parties and eventually paving the way for a preliminary peace-framework in 2012, which culminated in the “Comprehensive Agreement on the Bangsamoro” (CAB) putting an end to 17 years of negotiations. Under this agreement and its annexes, the Autonomous Region in Muslim Mindanao was replaced with the self-governing *Bangsamoro*: a new regional entity based in Islamic law and ideals.

In exchange, the MILF committed to disbanding its rebel forces and relinquishing its weaponry to a mutually selected third party. Additionally, a regional police force was to be established, and the Philippine military agreed to reduce its presence in the region, transitioning law enforcement duties to the newly introduced regional police while assisting in dismantling local militias. The agreement also mandated an international monitoring team, along with various normalization and peace committees, a transitional justice program, and provisions for amnesty for the combatants ([Herbolzheimer 2015](#)).

C. Lessons learned

After closely examining each process and the resulting agreements, a plethora of lessons can be drawn from both conflicts. These range from the importance of facilitating the reintegration of insurgent groups into society, to the significance that labels carry, as neither GAM or MILF were ever officially designated as terrorist organizations, potentially easing the negotiation process ([Daniels, 2021](#); [Haspelslagh & Zartman, 2022](#)). Nevertheless, this paper emphasizes the following key lessons derived from the subsequent analyses:

Military means cannot solve the underlying causes of an insurgency

While the military was repeatedly successful in repelling the insurgency in both cases studied, the political issues that prompted the emergence of the insurgencies were still there. Moreover, and as seen in the GAM case, the measures taken to repel the insurgency were counterproductive in the long run, as the actions taken by the military during the second phase of the conflict eventually generated more support for the insurgency's cause during its second reemergence ([Schulze 2004](#)).

Military means may be necessary to ensure that the other side does not have a Better Alternative to the Negotiated Agreement (BATNA) and to create a MHS, both instrumental for facilitating negotiations ([Zartman, 2001](#); [Sebenius 2017](#)); but without utilizing political mechanisms it will not be possible to address the underlying causes that prompt the apparition of an insurgency.

The importance of time and *timing*

For negotiations to yield positive outcomes, timing is crucial, requiring a “*ripe moment*” (Zartman 2001). In the cases under analysis, both the government and insurgent groups realized that negotiation was their only viable option to resolve the conflict and break free from the cycle of protracted violence (Schulze 2004; Herbolzheimer, 2015). However, even when both sides sought out a negotiated solution, ripeness took a long time to occur, with both peace processes going through numerous unsuccessful attempts before both sides were willing to compromise their positions and reach a definite settlement. Hence, it is imperative to acknowledge that while negotiations present the most enduring solution for addressing the underlying causes of insurgency, they will require sustained perseverance and patience throughout the process until ripeness is reached.

Trust and commitment by both sides is essential

This analysis has also shown that in both analyzed cases, the first attempts to reach a peace settlement mainly failed due to the lack of trust and commitment between both sides. Interestingly, this research showcased how the governments and their respective armed forces were the ones negatively influencing the well-being of the peace talks by being the first to act on their distrust to the other side. This was particularly displayed in the military actions taken by Manila in the 2000, disrupting the three year long cease-fire, and by the arrest of GAM negotiations conducted by Jakarta in 2001 (Schulze 2004; Abuza 2005). Building trust is a complex endeavor, yet essential for any successful negotiation (Lewicki & Polin 2013). Governments and armed forces must demonstrate their willingness to trust insurgent forces and display their commitment to achieving peace, as without such efforts, insurgent groups are unlikely to reciprocate (Kelman 2005). Nevertheless, the cases under examination also illustrate how trust-building can be facilitated through mediation and international monitoring teams. While both sides must trust these entities and believe in their impartiality, mediation and monitoring, as seen in the MoU and the CAM, can serve as invaluable tools in overcoming distrust between conflicting parties, and effectively reach a settlement (Kelman 2005).

Negotiations with religious insurgent groups are possible and can lead to peace

However, the most notable lesson that can be drawn from both instances, is the possibility of achieving peace settlements with insurgent groups and particularly those with religious backgrounds and aspirations. Additionally, this study has illustrated how these armed groups, despite their religious affiliations, demonstrated a willingness to adjust their objectives and engage in compromise, clearly exemplified by the GAM's decision to abandon its more extreme objectives (Aspinall 2005). Although to this day there are still underlying issues, as well as challenges regarding the implementation of both agreements, conflict between the studied countries and their respective insurgencies has not returned since the signing of the MoU and the CAB, and it seems improbable that conflict will reemerge in these regions (Hamid 2018; Lacson 2024).

Applying the lessons to Afghanistan and the Taliban

Leveraging history and drawing lessons from past experiences to inform decision-making and analyses is a prevalent and valuable tool in the realms of politics and foreign policy (Vertzberger, 1986). Nevertheless, when taking a look at the past and drawing lessons from it, one must be careful, as it is easy to abuse it and commit contextual or subconscious errors that lead to biases and fallacies, thus hampering the usefulness of applying history and its lessons (Vertzberger, 1986).

While this paper is aware that the context, history and unique circumstances in which both peace agreements were reached will never be exactly replicated for future instances, this paper nonetheless believes that the lessons learned from the two cases can be valuable for addressing and analyzing future insurgencies and negotiations. Furthermore, and in spite of the differences, this paper contends that the aforementioned insights could have been advantageous for both the United States and the Government of Afghanistan in managing their interactions with the Taliban. On this matter, one of the most readily applicable takeaways to the conflict with the Taliban is the second lesson of this essay: timing and time are crucial aspects of talks.

As was mentioned, this takeaway not only implies that for negotiations to be effective both sides must genuinely commit to achieving peace, but also that for negotiations to effectively work, they must be conducted when the time is ripe (Zartman 2001; Kelman 2005). However, the possibility of attaining ripeness was undermined in Afghanistan when the military's engagement was announced to scale down in 2011, thus hampering the possibility of a MHS, and when the eventual withdrawal of troops was set on a timetable instead of being contingent on specific conditions, providing the Taliban with a BATNA: waiting (Sebenius 2017). In other words, the time-based conditions of both events enabled the Taliban to secure favorable conditions for their cause simply by biding their time, which inevitably ended up eroding the possibility of arriving at a peace settlement through negotiations.

Ultimately, the most pivotal insights that could have positively impacted the Taliban conflict pertain to the initial and concluding lessons. As previously elucidated in this essay, the White House predominantly approached the insurgency through a military lens, consequently pursuing COIN and militaristic strategies in pursuit of outright military victory over the Taliban (Rubin, 2020). However, had American administrations heeded the lessons learned from the analyzed cases, they might have recognized not only the inadequacy of achieving decisive military triumph in eradicating the Taliban threat, as the underlying root causes would have persisted unresolved, but also see that there exists a real possibility of reaching a negotiated settlement with religiously motivated insurgent groups.

Conclusion

This study aimed to critically scrutinize the prevailing assumptions surrounding the efficacy of engaging in negotiations with insurgent entities such as the Taliban as a viable pathway to achieve peace. The exposition commenced by delineating a comprehensive definition of insurgency, followed by an examination of the primary arguments both against and in favor of negotiating with such groups. Subsequently, the analysis delved into two analogous cases, which bore semblance to the Taliban insurgency, to illustrate instances where negotiations have been effectively conducted with insurgent factions, particularly those grounded in religious ideologies.

By examining the contextual factors and mechanisms that led to the MoU and CAB, this paper extrapolated a series of instructive lessons. Among these, the paper posits that certain takeaways could have been effectively applied to the conflict involving the Taliban. Despite the differing contexts and circumstances, the essay contends that had both the United States and the Afghan government seen the limitations that military-centric strategies have in addressing the underlying causes of the Taliban insurgency, and acknowledge the potential for negotiating a peace settlement with religiously motivated insurgent groups, albeit a complex and patience-testing endeavor, the trajectory of the conflict could have potentially veered towards a different more positive outcome.

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Transforming learning: Exploring the frontiers of educational innovation in the 21st Century

Transformando el aprendizaje: Explorando las fronteras de la innovación educativa en el Siglo XXI

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Abstract

The objective of this research is to develop a comprehensive methodology to effectively implement Open Innovation for Competitiveness and Development (ICD) in traditional companies. The aim is to design a methodology that considers the particularities and unique challenges that traditional companies face when adopting open innovation practices. The contribution involves the creation of a structured and systematic approach that covers the stages of the ICD adoption process, from the identification of opportunities to the execution and evaluation of open innovation initiatives.

Resumen

El objetivo de esta investigación es desarrollar una metodología integral para implementar eficazmente la Innovación Abierta para la Competitividad y el Desarrollo (ICD) en empresas tradicionales. Se busca diseñar una metodología que considere las particularidades y desafíos únicos que enfrentan las empresas tradicionales al adoptar prácticas de innovación abierta. La contribución implica la creación de un enfoque estructurado y sistemático que abarque las etapas del proceso de adopción de ICD, desde la identificación de oportunidades hasta la ejecución y evaluación de iniciativas de innovación abierta.

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Objectives	Methodology	Contributions
Develop a comprehensive methodology to effectively implement Open Innovation for Competitiveness and Development (ICD) in traditional companies.	The aim is to design a methodology that considers the particularities and unique challenges that traditional companies face when adopting open innovation practices.	The contribution involves the creation of a structured and systematic approach that covers the stages of the ICD adoption process, from the identification of opportunities to the execution and evaluation of open innovation initiatives.
		

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Objetivos	Metodología	Contribución
Desarrollar una metodología integral para implementar eficazmente la Innovación Abierta para la Competitividad y el Desarrollo (ICD) en empresas tradicionales.	Se busca diseñar una metodología que considere las particularidades y desafíos únicos que enfrentan las empresas tradicionales al adoptar prácticas de innovación abierta.	La contribución implica la creación de un enfoque estructurado y sistemático que abarque las etapas del proceso de adopción de ICD, desde la identificación de oportunidades hasta la ejecución y evaluación de iniciativas de innovación abierta.
		

Business growth, Improve competitiveness, Open innovation

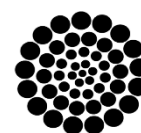
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Introduction

Transforming Learning involves taking a holistic, future-oriented approach to improving education and preparing students for today's challenges and opportunities. This requires a continued commitment to innovation, collaboration and the development of educational practices that are relevant, inclusive and effective.

Educational transformation involves adjusting teaching and learning methods to adapt to the demands and challenges of the 21st century. This encompasses the review and updating of curricula, teaching methods, assessments and educational infrastructure, ensuring their alignment with the changing needs of the modern world.

Educational innovation, on the other hand, involves the introduction of new ideas, approaches, technologies and practices in education to improve the quality and effectiveness of the teaching-learning process. This may include the adoption of digital tools, the design of flexible learning environments and the implementation of innovative pedagogical methodologies.

Technological tools such as computers, mobile devices, educational software, virtual and augmented reality are changing the way we teach and learn. Under this tenor, technology plays a crucial role in this transformation, offering opportunities to improve teaching, increase student engagement and personalize learning.

Under this context, traditional teacher-centered models are being replaced by student-centered approaches, which encourage active participation, collaboration, problem solving and creativity.

Contextualization and theoretical support

The educational context refers to the environment in which the teaching and learning process takes place. It includes a variety of factors that influence education, such as government policies, available resources, pedagogical practices, educational infrastructures, local communities, and student needs (Aaron, 2016).

The educational context involves a multifaceted environment that influences the teaching and learning process significantly. Understanding and addressing the various aspects of the educational context is essential to improve quality and equity in education

One of the main failures is the outdated curricula, where many study plans do not reflect the demands and changes of the 21st century. This can result in a lack of relevance of the content taught and a failure to prepare students for the challenges of the modern world.

Furthermore, a traditional teacher-centered teaching approach persists, limiting students' active participation and engagement in the learning process.

The lack of personalization in education is another challenge, as the "one size fits all" approach may not meet the individual needs of students, excluding certain groups and limiting their potential.

Educational infrastructure, both physical and technological, may also be obsolete and do not meet the needs of modern learning, making it difficult to effectively implement technology in the classroom and limiting access to adequate educational resources (Torres and Cobo, 2017).

Lack of teacher training is another problem, as many educators may not be equipped with the skills necessary to adapt to the changing demands of the educational environment, affecting the quality of teaching.

Low motivation and high school dropout rates are persistent problems, related to the lack of relevance of the content taught, the lack of emotional and socioeconomic support, and the disconnection between education and job opportunities (Masjuan, Elias, and Troiano , 2009).

The digital divide also widens educational disparities between students from different socioeconomic backgrounds, limiting equitable access to technology and Internet connectivity, and affecting the availability of online educational resources and digital skills development opportunities (Torres and Cobo, 2017).

Addressing these failures in the current educational context requires a comprehensive approach that involves curricular reforms, updating pedagogical methodologies, investment in educational infrastructure, continuous teacher training, and measures to promote equity and inclusion in education.

Under this panorama, it is essential to talk about a change in educational design which must reflect innovation and must be characterized by its flexibility, adaptability and student-centered approach, as well as its ability to effectively integrate technology, promote collaboration and learning, social, and skill development. This is critical to creating effective and meaningful learning experiences that prepare students to succeed in an ever-changing world. True innovation in education is not always found in creating new ideas from scratch, but in the way existing ideas are combined, adapted and applied to continually improve the learning process and meet the changing needs of students and society.

Margalef, Arenas, Andoni, (2006), defines innovation as a series of interventions, decisions and processes, with a certain degree of intentionality and systematization that try to modify attitudes, ideas, cultures, contents, models and pedagogical practices.

Some ways in which innovation can manifest itself in the concepts discussed are:

1. **Integrated and holistic approach:** Innovation can come from the integration of multiple educational approaches, technologies and methodologies into a cohesive and holistic framework. This involves creating educational systems that leverage emerging technologies such as artificial intelligence to personalize learning, while fostering social and emotional skills through experiential learning and collaboration.
2. **New implementation models:** Innovation can arise from the implementation of new educational models that challenge established norms and provide alternative solutions to existing problems. For example, entirely new schools or educational programs could emerge that take a radically different approach to learning, such as game-based education or self-directed learning.

3. **Adaptation to changing needs:** Innovation can manifest itself in the ability to quickly adapt to the changing needs and challenges of the educational environment. This involves the ability to leverage new technologies and methodologies as they emerge, as well as continually adjust educational approaches based on student feedback and outcomes.
4. **Creativity in implementation:** Innovation can come from creativity in the way existing ideas are implemented and adapted. For example, an innovative approach could be the integration of emerging technologies such as augmented reality into project-based learning projects, giving students a more immersive and immersive experience.

Education must transcend borders, understood not as divisions, but as spaces for encounter, transit and exchange. There are educational themes that develop precisely on these borders, shared between school, society and family.

In this sense, some frontiers that could be explored in terms of educational innovation are:

1. **Integration of emerging technology:** The adoption of advanced technologies such as artificial intelligence, virtual reality, augmented reality and data analytics in the educational process to improve the personalization of learning, provide immersive learning experiences and facilitate taking data-based decision making.
2. **21st century skills-based learning:** The design of curricula and teaching methods focused on the development of skills such as critical thinking, problem solving, collaboration, communication, creativity and digital literacy, which are essential for success in the 21st century.
3. **Experiential and hands-on learning:** Promoting more hands-on and experiential learning by implementing approaches such as project-based learning, service learning, internships, and learning experiences in real-world settings.

4. Innovations in assessment and feedback: Exploring new approaches to learning assessment that go beyond standardized testing and include formative assessment, self-assessment, peer assessment, and competency-based assessment.

5. Exploration of new educational models: Research and experimentation with alternative educational models, such as personalized education, hybrid learning, self-organized learning and disruptive education, that challenge established norms and respond to the changing needs of students and society.

Speaking of this last point, it is important to mention the design of curricula and pedagogical approaches as a fundamental part of educational innovation, since these define how the teaching and learning process is structured and delivered (Fernández and Calzado, 2018). Some key areas within this aspect of educational innovation:

1. Student-centered pedagogical approaches: Educational innovation promotes pedagogical approaches that put the student at the center of the learning process. This involves moving beyond traditional teacher-centered teaching toward more active and participatory methods where students are co-constructors of their own knowledge. Examples of these approaches include project-based learning, cooperative learning, experiential learning, and problem-based learning.

2. Personalization of learning: Educational innovation seeks to provide more personalized learning experiences that adapt to the individual needs of each student. This involves using technology to collect data about students' interests, abilities, and learning styles, and then using this information to adapt the content, methods, and pace of instruction to each student's individual needs.

3. Integration of technology in the classroom: Educational innovation promotes the effective use of technology in the classroom to improve the teaching and learning process.

This may include the use of mobile devices, educational applications, online platforms, educational games, and simulations to enrich educational content, increase student engagement, and provide immediate, personalized feedback.

4. Development of 21st century skills: Educational innovation recognizes the importance of developing key skills and competencies for success in the 21st century, such as critical thinking, problem solving, effective communication, collaboration and digital literacy. Innovative curricula seek to explicitly integrate the development of these skills across all areas of study.

5. Authentic and formative assessment: Educational innovation seeks more authentic and meaningful ways to assess student learning. This may include project-based assessment, peer assessment, self-assessment, and formative assessment that provides ongoing, specific feedback to guide learning and performance improvement.

The design of curricula and pedagogical approaches within the framework of educational innovation seeks to create more relevant, personalized and meaningful learning experiences that prepare students to succeed in a constantly changing world. It focuses on adopting student-centered pedagogical approaches, using technology effectively, developing skills, and improving assessment processes to promote deep and lasting learning. Educational design is a crucial aspect of educational innovation and refers to the planning and creation of effective and meaningful learning experiences (Fernández and Calzado, 2018). Since the topic is educational innovation, a pedagogical approach that would be especially relevant and effective is the constructivist approach. Constructivism is a learning theory that holds that students actively construct their own knowledge through interaction with the world and reflection on those experiences. This approach aligns well with the idea of educational innovation, as it promotes the active participation of students in building their understanding and skills (Serrano and Pons 2011).

This represents that the constructivist approach offers a solid foundation for educational innovation by promoting critical thinking, collaboration, personalization of learning and intrinsic motivation of students. By encouraging students to actively construct their own knowledge through exploration and reflection, this approach can help cultivate the skills and competencies necessary to thrive in an ever-changing world (Serrano and Pons 2011).

Some reasons why the constructivist approach would be appropriate for the topic of educational innovation are the following:

- Encourages critical thinking and problem solving: Constructivism emphasizes the importance of students being active participants in their own learning process. By challenging students to reflect on their experiences, ask questions, and seek solutions, it promotes the development of critical thinking and problem-solving skills, essential skills in an innovative learning environment.
- Promotes collaboration and social learning: Constructivism recognizes the value of collaborative learning and the exchange of ideas among students. In an innovative educational environment, where experimentation and exploration are encouraged, collaboration between students can be especially beneficial for the generation of new ideas and creative solutions.
- Supports personalization of learning: Constructivism recognizes that each student is unique and has his or her own set of experiences, prior knowledge, and learning styles. By allowing students to construct their own knowledge through exploration and reflection, the learning process can be adapted to the individual needs of each student, which is essential in an innovative educational environment.
- Promotes autonomy and intrinsic motivation: By giving students an active role in their own learning, constructivism promotes autonomy and responsibility, which can increase students' intrinsic motivation to learn.

In an innovative educational environment, where experimentation and creativity are encouraged, intrinsic motivation can be a key factor for success.

However, to talk about educational innovation and transformation, we must propose a new pedagogical approach that integrates key elements of constructivism with additional principles that reflect the demands and opportunities of the digital era and the 21st century.

Methodology applied in research

Research Objective

The objective of this research is to analyze how the adoption of a student-centered pedagogical approach and the integration of emerging technologies can transform education to prepare students for the challenges and opportunities of the 21st century. This includes evaluating the effectiveness of new teaching methodologies, the personalization of learning, and the impact of innovation on infrastructure and teacher training.

Methodological approach

A descriptive qualitative methodology will be used to explore and understand the perceptions, experiences and practices related to educational transformation and pedagogical innovation. This approach will allow us to obtain a deep and contextualized understanding of the changes and challenges in the current educational field.

Data collection techniques: Document analysis

Document analysis is a central technique in this research. This method involved a comprehensive review of a variety of documentary sources relevant to understanding innovative educational practices and their impact on learning transformation.

1. Selection of Documents:

- Primary Sources: Official documents such as study plans, educational policies, reports of innovative educational projects and methodological guides will be included.

Article

- Secondary Sources: Academic articles, case studies, theses, books and publications specialized in education and educational technology will be reviewed.
- Digital Resources: Blogs, webinars, and other online resources produced by education and technology experts will also be analyzed.

2. Selection Criteria:

The selected documents had to meet the following criteria:

- Relevance: They must be directly related to educational innovation and the transformation of learning.
- Current affairs: Preferably published in the last five years to ensure relevance to current trends.
- Credibility: From recognized and reliable sources in the educational field.

3. Analysis Procedure:

Document analysis was carried out through the following steps:

- Exploratory Reading: A first reading to become familiar with the content of each document and select the most relevant segments.
- Thematic Coding: Identification of recurring themes and subthemes related to innovative pedagogical practices, the use of emerging technologies and student-centered approaches.
- Interpretive Analysis: Interpretation of data through a theoretical lens based on contemporary educational approaches, such as constructivism and connected learning.
- Triangulation: Comparison of findings obtained from different sources to ensure the validity and reliability of the results.
- Synthesis of Results: Preparation of a detailed report that integrates key findings and provides a comprehensive view of innovative practices in education.

Proposal for an innovative pedagogical approach: Connected and Student-Directed Learning Approach (ACDE)

The Student-Directed and Connected Learning (ACDE) approach integrates elements of constructivism with additional principles that reflect the demands and opportunities of the digital age and the 21st century. This approach promotes meaningful, personalized and collaborative learning, as well as creativity and innovation, preparing students to succeed in an ever-changing world.

This approach recognizes the importance of connecting learning to the real world and the student's experiences. It focuses on establishing meaningful connections between curricular content and contexts relevant to students, such as their interests, cultures, communities, and the world of work. The integration of learning is encouraged through interdisciplinary projects and authentic experiences that involve collaborations with the community and the practical application of knowledge.

It places the student at the center of the learning process, recognizing their ability to direct and control their own learning. Student autonomy and responsibility are promoted, as well as self-regulation and metacognition. Students have the opportunity to explore their interests and passions, make decisions about their learning, and participate in the co-creation of curriculum and assessment.

Recognizes the diversity of students and their individual learning needs. Personalization of learning is promoted through differentiation and adaptation of curriculum, resources and pedagogical strategies to meet the needs of each student. Educational technologies and learning data are used to provide personalized feedback, progress tracking and learning recommendations. Collaborative learning and the social construction of knowledge are encouraged in a networked learning environment. Students have the opportunity to work together on collaborative projects, participate in communities of practice, and connect with external experts and resources through social media and communication technologies.

The exchange of ideas and the collective construction of knowledge is valued. Promotes creativity, curiosity and problem solving as drivers of learning.

Exploration, experimentation, and critical thinking are encouraged in an environment that values diversity of perspectives and solutions. Students are encouraged to take risks, learn from failure, and be innovative in finding solutions to real-world challenges.

This approach is based on the premise that effective learning occurs when students are connected to the world around them, have control over their own learning process, and are immersed in meaningful and relevant experiences.

In this sense, the Student Connected and Led Learning (ACDE) approach promotes meaningful, personalized, collaborative and real-world oriented learning, as well as creativity and innovation. By providing students with opportunities to connect with the world around them, take an active role in their own learning, and collaborate with others in finding solutions to real problems, this approach prepares students to succeed in an ever-changing world change.

To apply the Connected and Student-Directed Learning (SCLD) approach in curriculum design, it is necessary to adopt a series of strategies and principles that reflect the fundamental values of this approach. Here are some ways in which curriculum design can be adapted to align with the ACDE approach:

1. Identify relevant themes and problems: Instead of basing the curriculum on a predefined list of topics or subjects, curriculum design in the ACDE approach begins by identifying relevant and meaningful themes and problems for students. These topics may arise from student interests, community needs, or real-world challenges.
2. Integrate authentic projects and experiences: ACDE curricular design prioritizes the integration of authentic learning projects and experiences into the curriculum. This may include research projects, practical activities, community internships, or collaborations with local businesses. These experiences provide opportunities for students to apply what they are learning in real-world contexts and develop practical, transferable skills.
3. Promote student autonomy: The ACDE curricular design encourages student autonomy and responsibility in their own learning process. This may involve incorporating choice and flexibility into the curriculum, allowing students to choose the topics they want to explore, the activities they want to participate in, and the resources they want to use. Students can also participate in co-creating the curriculum, contributing their own ideas and perspectives.
4. Personalize learning: ACDE curriculum design recognizes the diversity of students and their individual learning needs. Therefore, we seek to personalize learning through differentiation and adaptation of the curriculum to meet the needs of each student. This may involve utilizing strategies such as flexible grouping, individualized tutoring, and using educational technologies to provide personalized feedback and progress monitoring.
5. Promote collaboration and social learning: ACDE curricular design promotes collaborative learning and the social construction of knowledge. This may include incorporating collaborative activities and projects into the curriculum, as well as creating opportunities for students to connect with others through online communities of practice or social media. Collaboration encourages the exchange of ideas, the collective construction of knowledge and the development of teamwork skills.
6. Stimulate creativity and innovation: ACDE curricular design seeks to stimulate creativity and innovation in learning. This may involve incorporating activities and projects that challenge students to think creatively, explore new ideas, and seek innovative solutions to real problems. Students are encouraged to take risks, learn from failure, and develop a growth mindset.

Therefore, curriculum design in the Student Connected and Led Learning (SCDL) approach focuses on identifying relevant topics and problems, integrating authentic projects and experiences, promoting student autonomy, personalizing learning, encouraging collaboration and social learning, and stimulate creativity and innovation.

Doing so creates a curriculum that prepares students to succeed in an ever-changing world, while promoting engagement, motivation, and meaningful learning.

To successfully achieve the Student Connected and Led Learning (SCDL) approach, schools need to implement a series of changes at various levels, ranging from school culture to technological infrastructure. Some key elements schools need to consider:

- Change in school culture: Implementation of the ACDE approach requires a change in school culture toward one that values student autonomy, collaboration, and innovation. This may involve greater openness to experimentation, project-based learning, and shared decision-making between students and educators.
- Teacher professional development: Educators will need training and support in new pedagogical methodologies and the effective use of technology to facilitate connected and student-directed learning. Continuing professional development may include workshops, training courses, coaching, and opportunities to collaborate with other educators.
- Flexibility in curriculum and assessment: Schools will need to make curriculum more flexible to allow for the integration of projects and authentic learning experiences, as well as the personalization of learning to meet individual student needs.
- Adequate technological infrastructure: It is important that schools have the necessary technological infrastructure to facilitate connected and student-directed learning. This may include access to digital devices, reliable internet connectivity, online platforms for collaborative learning, and learning management tools.
- Flexible and collaborative learning spaces: Schools can consider creating flexible and collaborative learning spaces that encourage interaction, creativity and innovation.

- Community participation: It is important for schools to involve the community in the process of implementing the ACDE approach. This may include collaborating with local businesses, community organizations, and experts in different fields to provide authentic learning opportunities and connect learning to the real world.

The transition to a new teaching model such as the Student Connected and Led Learning (ACDE) approach does not have a defined time, as it will depend on a series of factors, including the specific context of each school, the disposition of educators, the available infrastructure and the level of support from the educational community in general. However, this transition can be expected to be a gradual process that could take several years. It is important to note that this process will require a long-term commitment and collaborative effort from all members of the educational community. Some factors that could influence the duration of the transition:

1. Staff Preparation and Training: It is essential to provide educators with the preparation and training necessary to successfully implement the ACDE approach. This can take time, especially if educators are used to more traditional teaching methods and need to acquire new pedagogical skills and knowledge.
2. Curriculum development and adaptation: Adapting curricula to align with the principles of the ACDE approach can be a complex process that requires time and collaboration between educators, administrators, and other school staff. This involves reviewing and modifying curricular standards, identifying relevant themes and issues, and designing authentic and meaningful learning experiences.
3. Implementing educational technology: Integrating educational technology into the classroom can also take time, as schools may need to acquire new devices, establish reliable Internet connections, and train educators in the effective use of digital tools to The learning.

Article

4. Change in school and community culture: The transition to a new teaching model also implies a change in school and community culture to align them with the values and principles of the ACDE approach. This may require time and effort to encourage greater student engagement, promote collaboration among educators, and build stronger relationships with the community.

The Student Connected and Led Learning (SCLD) approach offers a number of significant advantages to the teaching and learning process, including more meaningful and contextualized learning, the development of key skills, the promotion of student autonomy, the personalization of learning, collaboration and social learning, and the stimulation of creativity and innovation.

Therefore, designing academic programs that foster active learning and student engagement requires a combination of pedagogical approaches, experiential learning opportunities, and personalized support. By integrating research projects, internships, and problem-based learning experiences into the curriculum, academic programs can provide students with a relevant and meaningful education that prepares them for success in their future careers and contributions to society.

First conclusions

Educational transformation requires a comprehensive approach that combines student-centered pedagogical methodologies, the effective integration of emerging technologies, adequate infrastructure and continuous teacher training. Only in this way can students be prepared for the challenges and opportunities of a constantly changing world. Below are the first conclusions derived from the analysis of documents:

1. Effectiveness of the Student-Centered Approach:
 - Adopting student-centered approaches, such as Student Connected and Led Learning (ACDE), encourages greater participation and engagement, developing critical and collaborative skills necessary for the 21st century.

2. Impact of Technology on Education:
 - The integration of emerging technologies, such as artificial intelligence, augmented reality and online learning platforms, has been shown to improve the personalization of learning and offer more immersive and relevant educational experiences.
3. Importance of Teacher Training:
 - Continuous training and support for educators are crucial for the successful implementation of innovative methodologies and the effective use of new technologies. Lack of training can limit the potential of these innovations.
4. Challenges of Educational Infrastructure:
 - Educational infrastructure, both physical and technological, needs to adapt to support new teaching and learning methodologies. Limitations in this aspect can hinder the effective adoption of educational innovation.
5. Relevance of Personalization of Learning:
 - Personalization of learning has been identified as a key factor in meeting the individual needs of students, improving their motivation and academic performance.
6. Collaboration and Social Learning:
 - Encouraging collaboration and social learning inside and outside the classroom contributes to deeper and more meaningful learning, preparing students for teamwork and problem solving in real contexts.

In conclusion, to effectively transform education, an approach that integrates student-centered pedagogical methodologies, the appropriate use of emerging technologies, a robust infrastructure, and a continuous teacher training program is essential.

Article

Only through the consistent and coordinated implementation of these elements can students be adequately prepared to meet the challenges and seize the opportunities of an ever-changing world. This comprehensive approach will not only promote more inclusive and equitable education, but will also make it more relevant and adaptable to the demands of the 21st century.

Declarations

Conflict of interest

In relation to this article, the authors wish to emphasize that there is no conflict of interest that could influence the objectivity or impartiality of the results presented. We confirm that we do not have financial interests that compete with the topics discussed in this work, nor do we maintain relationships that could bias the interpretation of the data or the presentation of the conclusions.

Importantly, our priority is to maintain academic and ethical integrity in all our research. Therefore, any potential conflict of interest would be disclosed in a transparent and open manner. In this sense, we reiterate that there is no external influence that has impacted the writing or analysis of the content presented in this article.

We are committed to maintaining high standards of honesty and transparency in our investigative work, guaranteeing the reliability and credibility of the results presented. The absence of conflicts of interest reinforces our conviction in the veracity and relevance of the findings presented here, and reaffirms our commitment to scientific and academic integrity.

Author contribution

Ruiz-Valdés, Susana: Focused on educational terms, has provided the necessary theoretical framework, including learning theories and pedagogical strategies, which has been essential in the development and adjustment of the educational curriculum to effectively integrate the researched technology, allowing contextualization the findings within the educational landscape, identifying the specific needs and challenges of the educational system and ensuring that the results are relevant and applicable in various educational contexts.

Ruiz-Tapia, Juan Alberto: Specialist in research methodology, has been instrumental in the design and structure of the study, ensuring the use of rigorous and appropriate research methods; Their approach has allowed us to obtain robust and generalizable conclusions.

Cruz-Solis, Ivette del Rosario: Specialist in educational technology, has contributed her deep knowledge of the most recent technological tools and their integration into the educational process; His experience has been very important, as well as in its implementation and evaluation, since it has provided a theoretical and practical framework that has allowed us to evaluate the impact of these technologies on learning and teaching as been key in identifying the appropriate technological tool.

Availability of data and materials

The availability of the data in its entirety is contemplated for those interested who wish to delve deeper into the complete study and contact us as authors. We will be happy to provide access to detailed data, provided that applicable privacy and confidentiality policies are respected, and established ethical and legal procedures are followed. To request access to full data, we invite you to get in touch and we will assess the request on an individual basis and take the necessary steps to ensure compliance with the relevant requirements. We are committed to fostering transparency and replicability in our research, and to collaborating with other researchers interested in using our data for related future studies and analyses.

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It is important to note that this research was conducted without the support of any external funding. All costs associated with data collection, analysis, and presentation were borne by the authors themselves. This absence of external financing guarantees the independence and objectivity of the study, by avoiding any potential influence that could arise from financial interests or commitments with external entities.

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It is important to note that no abbreviations were used in this work. It was chosen to use full terms instead of abbreviations to ensure clarity and understanding of the text, as well as to maintain a more formal and readable presentation. This decision helps ensure coherence and consistency in the presentation of information, making it easier for readers to read and interpret the content.

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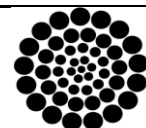
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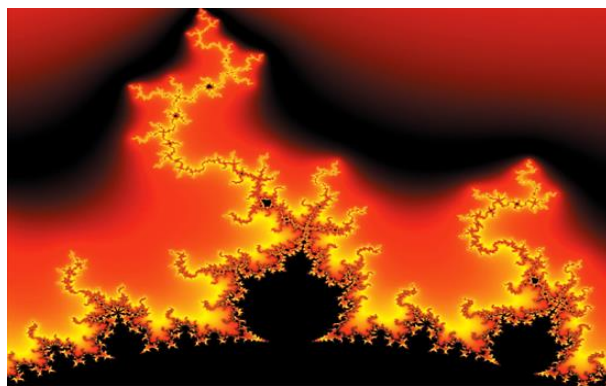


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