\*ISSN 2764-9733 | DOI 10.5281/zenodo.18095727

# JEResearch

INTERNATIONAL JOURNAL OF EDUCATION AND RESEARCH

Volume 01 - Number 03 - Year 2025

Special Edition: Abstracts

international journal of education and research

SPECIAL EDITION | ABSTRACTS

## iJEResearch Journal of Scientific Articles

#### **CONTACT**

E-mail: contact@ijersearch.org

## VISIT THE JOURNAL WEBSITE ijersearch.org

#### **THIRST**

Av. Pastor Martin Luther King Júnior, 126 (Torre 2000 Sala 104) Del Castilho Rio de Janeiro - RJ - Brasil CEP 20765-971

TEL.: +55 21 3490-5511

#### FOR SUBMISSION OF ARTICLES

E-mail: editor@ijeresearch.org

#### **Editorial Board**

#### ANA ESTELA BRANDÃO DUARTE

Postdoctor from Universidad Iberoamericana, Paraguay. PhD in Educational Sciences UAA, Paraguay. PhD in Education from Universidade Dom Bosco, Brazil. Master in Educational Sciences Lusophone, Porto/Portugal. Member of the Scientific Council of the Inclusive Education Congress of the University of Almeria Spain.

#### AQUILES JÚLIO CASTRO JUNIOR

PhD candidate in Sociology from the University of Coimbra. Master in Sociology from the University of Coimbra. Graduated in Law from the Fluminense Federal University – UFF, Brazil. Independent lawyer

#### CARMELINDO MALISKA

PhD in Nuclear Medicine from UFRJ. Specialist in Neuropsychology from the Santa Casa de Misericórdia do Rio de Janeiro (SCMRJ). Improvement in Child and Adolescent Psychiatry by (SCMRJ). Preceptor at the Mental Health Internship of the UNIG Medicine course. Head of the Research Division of the DEP and of the Nuclear Medicine Service of the Army Central Hospital. Teacher of Physiology at the USS School of Medicine; Full teacher of Biophysics, Coordinator of Teaching Research and Head of the Department of Physiological Sciences, Faculty of Dentistry of Nova Friburgo (FONF), currently UFF, Brazil. Visiting Teacher of Master's and Doctoral Courses (Mercosur) at Universidad Autonónoma de Asunción, Universidad Americana and Universidad Columbia. CNPq Researcher. Graduated in Medicine from the USS College of Medicine.

#### EDUARDO AUGUSTO MACHADO

Entrepreneur. PhD in Production Engineering. Master in Metrology.Postgraduate in Marketing and Graduated in Business Aministration from the PUC-Rio, Brazil. Executive MBA from the Coppead-UFRJ, Brazil. Lead Advisor by Quality Management International (QMI) in partnership with USP Polytechnic. Member of the Advisory the Fiscal Council and specialist in entrepreneurship and General Director of the Foreign Trade Studies Center Foundation (FUNCEX).

#### EMILIANO ESTIGARRIBIA CANESE

PhD in Business Management from Universidad Autónoma de Asunción, Paraguay. Master in Business Administration from the Universidad Técnica de Comercialización y Desarrollo, Paraguay. Specialist in Didactics for Middle Education and Specialist in Research Methodology from the Universidad Politécnica y Artística del Paraguay. Degree in Economics from the Catholic University.

#### JOÃO WAGNER MARTINS

PhD in Educational Sciences. Master in Educational Sciences. Specialist in School Management, Science Teaching, Autism Spectrum Disorder/ASD and Public Education Management. Teacher and Teaching Supervisor. President of APROMAM – Management 2020/2025. Biologist, Pedagogue, Psychopedagogue and Environmental Educator.

#### • RICARDO DE BONIS

Postdoctor from the Universidad Iberoamenricana. PhD from the Universidad Americana – Asunción (American University System USA). Master from the Federal University of Rio de Janeiro. MBA from Universidaded Gama Filho. Subject teacher from the discipline "Ethics in Research and Academic Production" and "Scientific Research Methodology", at Universidad Columbia (Asunción, PY). Member of the team of researchers at the UFRJ Digestive Motility Laboratory.

#### RONALDO DO NASCIMENTO CARVALHO

Postdoctor in Administration by UNIBE/PY; Postgraduate teacher from Instituto iiEP; Master in the Postgraduate program in territories and cultural expressions in the cerrado (TECCER) of the state University of Goiás (UEG).

#### VALESKA REGINA SOARES MARQUES

Postdoctor in Public Health. Administrative Coordinator at APAE Niterói. Postgraduate teacher from Instituto iiEP.

Frequency

Semester

Language

The Journal publishes articles in English only

Editor

Journal edited by the iiEP - Instituto Internacional de Educação e Pesquisa Thirst: Av. Pastor Martin Luther King Júnior, 126 (Torre 2000 Sala 104) - Del Castilho Rio de Janeiro - RJ - Brasil CEP 20765-971

Magazine Editor

BENEDITA AUGUSTA FERREIRA FURTADO RONALDO DO NASCIMENTO CARVALHO

Coordination

VALESKA REGINA SOARES MARQUES RONALDO DO NASCIMENTO CARVALHO

CEO

RICARDO DE BONIS

Structural Reviewer

BENEDITA AUGUSTA FERREIRA FURTADO

Graphic Design/ Publishing CARINE DOS SANTOS RIBEIRO

Online Publication

ijeresearch.org



#### **ABSTRACTS | 6th International Poster Exhibition: Education and Research**

- THE CONTRIBUTIONS OF ETHNOMATHEMATICS TO MATHEMATICS LEARNING IN HIGH SCHOOL
  - Helena Maria Pereira and Rita de Cássia Gonçalves da Silva
- 10 HUMAN CONNECTIONS PROJECT: EXPANDING WORLDVIEWS
  - Alaide Palagano Ferreira
- 11 MENTAL HEALTH IN NURSING PRECEPTORS: STRATEGIES FOR HEALTH PROMOTION
  - Camila Cristina Rodrigues and Ricardo De Bonis
- 12 SCHOOL MANAGER: MOTIVATIONAL AGENT
  - Gláucia Pereira da Silva Souza Teixeira
- 13 PHARMACEUTICAL CARE IN PUBLIC HEALTH
  - Priscila Souza da Costa
- 14 CONNECTIVISM AND PDCA: AN INTEGRATED APPROACH TO EDUCATIONAL INNOVATION
  - Adilson Sousa da Silva and Ana Lúcia de Castro Magalhães
- 15 THE USE OF PUPPETS AS A STORYTELLING TOOL IN ART CLASSES FOR CREATIVE DEVELOPMENT. FOR 3RD GRADE ELEMENTARY SCHOOL STUDENTS
  - Ednaldo Carmo dos Santos and Irineia Monteiro da Silva
- 16 CULTURAL PLURALITY AND ITS ROLE IN PHYSICAL EDUCATION CLASSES
  - Romulo Caccavo

#### ABSTRACTS | 7th International Poster Exhibition: Education and Research

- 18 CIVIL LIABILITY FOR DAMAGES CAUSED BY ARTIFICIAL INTELLIGENCE
  - Vanessa Kathenin do Nascimento Felix Silva
- 19 ALGORITHMS AND THE TRANSFORMATION OF THE PORTUGUESE LANGUAGE: CHALLENGES AND POSSIBILITIES
  - Marcela F. Apolônio de Souza

- 20 THE CONTEXT OF CONTINUING AND PERMANENT EDUCATION IN THE MANAGEMENT OF LOW BACK PAIN IN PRIMARY HEALTH CARE
  - Josilene de Souza da Conceição Kaminski, Aline dos Santos Moreira de Carvalho and Paloma Martins Mendonça
- 22 TEACHER MENTAL HEALTH IN EARLY CHILDHOOD EDUCATION
  - Alaide Palagano Ferreira
- 23 BURNOUT SYNDROME IN TEACHERS: THE SILENT WEAR AND TEAR OF AN "IMPOSSIBLE" PROFESSION
  - Rita de Cássia Gonçalves da Silva and Helena Maria Pereira
- 24 POUNDATIONS FOR THE FUTURE: EARLY CHILDHOOD EDUCATION AND THE ROLE OF EARLY CHILDHOOD EDUCATION
  - Camila Pinheiro Fontenele Miranda
- 25 PEDUCATION FOR DIVERSITY: THE IMPLEMENTATION OF LAW 10.639/03 AND LAW 11.645/08 IN THE SCHOOL CURRICULUM
  - Priscila dos Reis Pereira
- **26** SCHOOL IN TIME INTEGRAL NA PERSPECTIVE FROM THE COMPREHENSIVE EDUCATION
  - Fabiana Santos Silva
- 27' STANDARDS FOR PUBLICATION IN THE IJER JOURNAL

#### **ABSTRACTS**

## 6th International Poster Exhibition: Education and Research

JANUARY 20th TO 22th, 2025 (6a MOSTRA iEP)



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18094744

## THE CONTRIBUTIONS OF ETHNOMATHEMATICS TO MATHEMATICS LEARNING IN HIGH SCHOOL

#### **AUTHORS**

**Helena Maria Pereira:** Master's student in Educational Sciences at the Universidad de La Integración de Las Américas – PY, Mathematics teacher at the Pernambuco State Department of Education and Sports.

**Contact:** hp.mat@hotmail.com | +55(87)99945-0143

**Rita de Cássia Gonçalves da Silva:** Master's student in Educational Sciences at the Universidad de La Integración de Las Américas – PY, Biology teacher for the Pernambuco State Department of Education and Sports.

**Contact:** rytadecassia21@gmail.com | +55(87)99930-3900

#### **ABSTRACT**

This study addresses the contributions of ethnomathematics to the contextualization of mathematical content in secondary education. It examines ethnomathematics and its contributions to the teaching and learning of mathematics. The objective is to analyze the relevance of ethnomathematics and its impact on mathematics learning in secondary education, seeking to provide an educational practice based on concrete situations. The theoretical framework emphasizes the importance of contextualizing mathematical content in secondary education for learning, highlighting the fundamental role of ethnomathematics in achieving this. Pedagogical experiences are reported that demonstrate that the inclusion of ethnomathematical activities in the curriculum contributes to greater student motivation and better performance in mathematics assessments.

**Keywords:** Ethnomathematics. High School. Mathematics Learning. Contextualization of content.



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18094927

#### **HUMAN CONNECTIONS PROJECT: EXPANDING WORLDVIEWS**

#### **AUTHOR**

**Alaide Palagano Ferreira:** Doctoral candidate in Educational Sciences at the UNIDA University Program /PY, Education Supervisor for the Municipality of Mauá/SP, Director of Education and Training at APROMAM/SP, Professor and Coordinator of the Bachelor's Degree in Pedagogy at the Mauá University Center UNI-FAMA/SP.

**Contact:** alaidepalagano@hotmail.com | +55(11)99349-1576

#### **ABSTRACT**

The "Human Connections: Expanding Worldview" Project, coordinated by the author and psychoanalyst Renata Evangelista through the Association of Teaching Professionals of the Municipality of Mauá (APROMAM), aimed to promote self-knowledge, encourage reading, critical thinking, and understanding of others. Designed for associated educators from municipal schools in Mauá/SP-Brazil, the project consisted of monthly online meetings focused on sharing books. Participants' written work was submitted via email under pseudonyms to protect their anonymity, as it addressed personal aspects, connecting literary content to their experiences. The project thus sought to encourage personal growth and the exchange of opinions, promoting a greater connection between project members and the world around them.

**Keywords:** Self-awareness. Teacher training. Reading and critical thinking. Human connections.



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18094957

## MENTAL HEALTH IN NURSING PRECEPTORS: STRATEGIES FOR HEALTH PROMOTION

#### **AUTHORS**

**Camila Cristina Rodrigues:** Master's degree in Semiotics, Information Technology and Education, Nurse and Educator. PhD candidate in Public Health - UNIDA University

**Contact:** profcamilacristinarodrigues@gmail.com | +55(11)97321-0293

**Ricardo De Bonis:** Doctor of Business Administration from Universidad Americana – PY, Dental Surgeon, President of the iiEP Institute, Professor of the subject "Ethics in Academic Production" at Universidad UNIDA.

**Contact:** ricardo@debonis.com.br | +55(21)98799-6653

#### **ABSTRACT**

Mental health is an essential component of well-being and takes on particular relevance in carecentered professions, such as nursing. Preceptors, responsible for guiding the practical training of new professionals, experience demands that can compromise their emotional balance, including work overload and compassion fatigue. This study aims to analyze, in the literature, the mental health of nursing preceptors and identify health promotion strategies aimed at this population. This is a qualitative, descriptive study. The results point to factors associated with illness, such as double shifts, insufficient institutional support, and a scarcity of resources for psychological care. These conditions reinforce the need for initiatives that promote well-being, including support programs, spaces for qualified listening, and training actions for stress management. It is concluded that investing in the mental health of preceptors strengthens pedagogical practice and the training of future nurses.

**Keywords:** Mental Health. Preceptor. Nursing. Strategies. Promotion.



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18095062

**SCHOOL MANAGER: MOTIVATIONAL AGENT** 

#### **AUTHOR**

**Gláucia Pereira da Silva Souza Teixeira:** PhD candidate in Education, Master in Educational Sciences from UNIDA University, Teacher at the Irene Cândida de Jesus Municipal School in Vicentinópolis – GO.

#### **ABSTRACT**

Education is one of the main foundations of society. Therefore, one can imagine the great responsibility involved in tasks related to school management and its role in addressing existing diversity. It encompasses a vast field of information and activities, which must be carefully analyzed to discover the best way to manage all these school processes. After all, there is more involved than just teaching itself. The proper functioning of the entire school environment should ensure that members of the academic community are always well-supported in their practices. Therefore, the concept of school management and how it works is presented; its pillars, its criteria, and how it is possible to assist all segments of the school and guide them towards the need for an environment that promotes and respects cultural plurality.

**Keywords:** School management. Educational leadership. Motivation in the school environment. Cultural diversity.



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18095110

#### PHARMACEUTICAL CARE IN PUBLIC HEALTH

#### **AUTHOR**

**Priscila Souza da Costa:** Master's student in Public Health at Universidad UNIDA, Administrator and Entrepreneur, Pharmacist with a postgraduate degree in Clinical Analysis.

Contact: priscilla\_lbn@hotmail.com | +55(92)99416-0180

#### **ABSTRACT**

Pharmaceutical care is patient-centered and is a practice that aims to ensure the correct and effective use of medications, improving the patient's quality of life by promoting health and helping to prevent disease. The practice of pharmaceutical care is a tool that facilitates interaction between pharmacists and users of the healthcare system.

**Keywords:** Pharmaceutical care. Public health. Rational use of medicines. Quality of life.



**International Journal of Education and Research** Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org

DOI: 10.5281/zenodo.18095143

#### **CONNECTIVISM AND PDCA:** AN INTEGRATED APPROACH TO EDUCATIONAL INNOVATION

#### **AUTHORS**

Adilson Sousa da Silva: PhD candidate in Educational Sciences at the Universidad de La Integración de Las Américas – PY, Professor of Science and Biology, and Coordinator of Educational Management at the State Secretariat of Education and School Sports of Amazonas.

**Contact:** prof.adilson14@gmail.com | +55(92)99164-8902

Ana Lúcia de Castro Magalhães: Master's student in Educational Sciences at the Universidad de La Integración de Las Américas – PY, Teacher in the municipal public school system (Early Years) at the Municipal Education Departments of Mariana and Ouro Preto – Minas Gerais, Brazil.

**Contact:** alcmaga@hotmail.com | +55(31)98532-8797

#### **ABSTRACT**

This study investigates the combination of connectivism and the PDCA cycle for optimization in the digital age of school management. The PDCA cycle, also called the Deming Cycle, is a powerful tool used for continuous process improvement, while connectivism is a theory based on the interconnection of people through knowledge and information networks. The integration of these approaches allows educational institutions to create more efficient learning environments. This work discusses how the combined application of these two theories can transform school management, addressing challenges such as resistance to change and the need for innovation in pedagogy. Furthermore, strategies for implementing continuous improvements and overcoming challenges are analyzed. The results indicate that more effective management, with optimized processes and greater involvement of all members of the school community, promotes an environment that better meets the demands of the digital society.

**Keywords:** Connectivism. PDCA Cycle. School Management.



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18095171

## THE USE OF PUPPETS AS A STORYTELLING TOOL IN ART CLASSES FOR CREATIVE DEVELOPMENT, FOR 3RD GRADE ELEMENTARY SCHOOL STUDENTS

#### **AUTHORS**

**Ednaldo Carmo dos Santos:** Master in Performing Arts from the Célia Helena Higher School of Arts-BR; Master's student in Education Sciences at UNIDA University -PY; Psychopedagogue; Art Therapist; Head of the Cultural Mediation sector of the Franco da Rocha City Hall -SP; Professor of the subject "Methodology of Arts Teaching" at the Conchas Faculty-BR; Researcher in Animated Forms Theatre.

**Contact:** ed.carmo@hotmail.com | +55(11)99770-5336

**Irineia Monteiro da Silva:** PhD candidate in Educational Sciences at UNIDA University -PY; Master's degree in Educational Sciences from Columbia University – PY; Basic Education Teacher, responsible for the Special Education Program at EMEB José Augusto Moreira in the municipality of Franco da Rocha-SP; Specialist in Special Education.

**Contact:** neia2007monteiro@gmail.com | +55(11)96983-6348

#### **ABSTRACT**

This article investigates the use of puppets as a pedagogical tool in art classes for the creative development of 3rd-grade elementary school students. Based on the premise that storytelling and play are fundamental to the learning process, the study analyzes how the making and manipulation of puppets influence student engagement, artistic expression, and social interaction. The qualitative research was conducted through participant observation and semi-structured interviews with 32 students from a municipal public school. The results indicate that the use of puppets significantly increased interest in classes, stimulated creativity in narrative creation, strengthened peer cooperation, and facilitated the expression of emotions and ideas. It concludes that the inclusion of this tool in art lesson planning constitutes an effective strategy for creating a dynamic, interactive learning environment conducive to the holistic development of students.

**Keywords:** Art Education. Puppets. Storytelling. Creativity. Elementary Education.



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18095235

## CULTURAL PLURALITY AND ITS ROLE IN PHYSICAL EDUCATION CLASSES

#### **AUTHOR**

**Romulo Caccavo:** Doctoral candidate in the Education Sciences Program at Universidad UNIDA, Master in Cultural Heritage and Social Projects from Fundação Getulio Vargas (FGV/RJ), Physical Education professional graduated from Universidade Castelo Branco (UCB/RJ). Coordinator of the Physical Education courses at Universidade Castelo Branco (UCB/RJ).

**Contact:** romulocaccavo@hotmail.com | +55(21)96456-2450

#### **ABSTRACT**

This study addresses the theme of cultural plurality in Physical Education classes, using the National Curriculum Parameters and the National Common Curriculum Base as primary sources, aiming to identify the guidelines of the PCN and BNCC for Basic Education in Physical Education classes. The methodology used was a literature review, and the results obtained through the theoretical and bibliographic survey elucidate some of the major current challenges in implementing public education policies directed at Physical Education . The application of cross-cutting themes and content blocks , both from the National Curriculum Parameters and the National Common Curriculum Base, still presents difficulties in practice , making it necessary to increase the approach to these themes in order to improve the pedagogical practice of Physical Education teachers.

**Keywords:** Cultural plurality. School Physical Education. National Curriculum Parameters (PCN). National Common Curriculum Base (BNCC).

#### **ABSTRACTS**

## 7th International Poster Exhibition: Education and Research

JULY 21th TO 23th, 2025 (7° MOSTRA iEP)



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18095317

## CIVIL LIABILITY FOR DAMAGES CAUSED BY ARTIFICIAL INTELLIGENCE

#### **AUTHOR**

**Vanessa Kathenin do Nascimento Felix Silva:** Legal Sciences from UNIDA – PY, Lawyer, Professor of Business Law, Labor Law, Financial Law and Digital Law at Uninassau Garanhuns.

Contact: vanessakathenin@hotmail.com | +55(87)99999-9618

#### **ABSTRACT**

Technological advancements and the increasing use of Artificial Intelligence (AI) in various sectors of society have generated profound transformations in legal and social relations. In this context, new problems arise related to liability for damages potentially caused by autonomous systems that operate with little or no direct human intervention. The absence of specific regulations on civil liability for damages caused by AI makes a legal analysis of the topic urgent, especially given the complexity of attributing responsibility to agents who are often not natural persons. Therefore, the study's research question was: does civil liability for damages caused by AI apply to the developer or to the AI itself? Faced with this problem, the following general objective emerged: to analyze which subject is subject to civil liability for damages caused by AI. This contributes to the academic debate and the construction of theoretical foundations that can support future legislation and judicial decisions.

**Keywords:** Civil liability. Artificial intelligence. Developer. Damages. Agents.



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18095355

## ALGORITHMS AND THE TRANSFORMATION OF THE PORTUGUESE LANGUAGE: CHALLENGES AND POSSIBILITIES

#### **AUTHOR**

**Marcela F. Apolônio de Souza:** Municipal Health Department of Quipapá, Master's student in Educational Sciences at Universidad UNIDA.

Contact: marcela apolonio@hotmail.com | +55(87)99958-0305

#### **ABSTRACT**

The integration of algorithms into Portuguese language education revolutionizes access to the language through automatic translators, virtual assistants, and grammar checkers, facilitating initial learning and promoting agile interactions with the language. However, this dependence generates profound challenges in reading and textual interpretation, prioritizing superficial responses that inhibit critical reflection and in-depth analysis, essential for critical literacy. This qualitative study, based on a literature review of sources such as SciELO, Google Scholar, and CAPES Journals, examines recent articles on applied linguistics and digital education, including works by Gillespie (2020) and Coscarelli & Ribeiro (2023). The findings reveal the vitality of the Portuguese language in digital environments, with incorporations such as abbreviations (" vc ", " pq "), emojis, and Luso-English hybridisms, which enrich creative expression but create a mismatch with traditional pedagogical practices. It is concluded that educators must balance technology with reflective exercises, fostering lasting cognitive skills. Pedagogical implications include hybrid curricula to mitigate risks and maximize potential.

**Keywords:** Educational algorithms. Portuguese language. Digital literacy. Textual interpretation. Technological education.



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18095427

## THE CONTEXT OF CONTINUING AND PERMANENT EDUCATION IN THE MANAGEMENT OF LOW BACK PAIN IN PRIMARY HEALTH CARE

#### **AUTHORS**

**Josilene de Souza da Conceição Kaminski:** Doctor of Public Health Administration and Management from Columbia University. Del Paraguay. Physiotherapist in Unit Basic of Health of São Miguel da Boa Vista/Santa Catarina. Former professor at the University of Western Santa Catarina, São Miguel do Oeste/Santa Catarina.

Contact: josilenesouzaconceicao@gmail.com | +55(49)99822-2114

Aline dos Santos Moreira de Carvalho: Doctor of Education from Columbia University of Paraguay. Biologist, Psychopedagogue, Neuropsychopedagogue, Ludopedagogue, Psychomotor Therapist, specialist in Educational Management, Cytologist, and Specialist in Clinical Analysis.

Contact: bioaline2017@yahoo.com

**Paloma Martins Mendonça:** Collaborating researcher at the Laboratory of Medical and Forensic Entomology. (IOC/Fiocruz). Teacher in University Columbia Del Paraguay.

**Contact:** prof.paloma.martins@gmail.com

#### **ABSTRACT**

Introduction: Continuing/Permanent Education for Primary Health Care Professionals on the theme pain lower back favors the outlet of decisions based in Scientific evidence. Objective: To verify the training that physicians in primary health care units in the municipalities that comprise AMERIOS/SC have received in the last 5 years (continuing/permanent education) that addressed information related to low back pain. Methodology: This is an exploratory field research, limited to the health units of the seventeen municipalities that comprise AMERIOS/SC. An interview was conducted with the physicians. Results: 87.23% of physicians reported that they had not received training in the last five years on the management of low back pain, and 70.21% reported that they do not use protocols related to requesting imaging exams. contained us Protocols of Access. Conclusion:

THE The lack of training (continuing/permanent education) for primary healthcare physicians regarding the topic of low back pain can negatively impact the management of this health condition.

**Keywords:** Low back pain. Continuing education. Lifelong learning. Primary health care. Health services administration.



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18095508

#### TEACHER MENTAL HEALTH IN EARLY CHILDHOOD EDUCATION

#### **AUTHOR**

**Alaide Palagano Ferreira:** Doctoral candidate in Educational Sciences at the UNIDA University Program/PY, Education Supervisor for the Municipality of Mauá/SP, Director of Education and

Training at APROMAM/SP, Professor and Coordinator of the Bachelor Degree in Pedagogy at the Mauá University Center UNI-FAMA/SP.

**Contact:** alaidepalagano@hotmail.com | +55(11)99349-1576

#### **ABSTRACT**

This study analyzes the mental health of early childhood education teachers in the public school system, articulating subjective, work-related, and institutional aspects. Based on a literature review and qualitative analysis, it identifies the impacts of working conditions on teachers; psychological distress and the inadequacy of care policies. Considering the central role of teachers in human and social development, understanding and promoting their mental health becomes essential to guaranteeing a quality and humanized education.

**Keywords:** Teacher mental health. Early childhood education. Working conditions. Psychological suffering.



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18095575

## BURNOUT SYNDROME IN TEACHERS: THE SILENT WEAR AND TEAR OF AN "IMPOSSIBLE" PROFESSION

#### **AUTHORS**

**Rita de Cássia Gonçalves da Silva:** Master's student in Educational Sciences at the Universidad de La Integración de Las Américas – PY, Biology teacher for the Pernambuco State Department of Education and Sports.

**Contact:** rytadecassia21@gmail.com | +55(87)99930-3900

**Helena Maria Pereira:** Master's student in Educational Sciences at the Universidad de La Integración de Las Américas – PY, Mathematics teacher at the Pernambuco State Department of Education and Sports.

**Contact:** hp.mat@hotmail.com | +55(87)99945-0143

#### **ABSTRACT**

Teachers' mental health has become a topic of increasing scientific relevance, given the high levels of stress present in teaching practice. Burnout Syndrome, also known as Professional Exhaustion Syndrome, is characterized by physical and emotional exhaustion, depersonalization, and low professional accomplishment, being especially frequent among professionals who deal intensively with people, such as those in education. The concept was further developed by Christina Maslach and Suzan Jackson, based on the pioneering studies of Freudenberger (1974). In the school context, teachers face overcrowded classrooms, emotional pressures, repetitive tasks, and the challenge of playing multiple roles, which makes them highly vulnerable to burnout. The lack of emotional rewards in the profession contributes to a growing sense of frustration and helplessness. Therefore, it is urgent to discuss strategies for valuing and caring for teachers, preventing the effects of the syndrome on their health and on the quality of education.

Keywords: Burnout. Teachers. Stress.



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18095628

## FOUNDATIONS FOR THE FUTURE: EARLY CHILDHOOD EDUCATION AND THE ROLE OF EARLY CHILDHOOD EDUCATION

#### **AUTHOR**

**Camila Pinheiro Fontenele Miranda:** Specialist in Educational Management (Administration, Guidance and School Supervision in Basic Education), Teacher in the municipality of Mangaratiba – RJ, Master's student in Educational Sciences at Universidad UNIDA.

**Contact:** camilapfontenele@hotmail.com | +55(21)96411-9014

#### **ABSTRACT**

This bibliographical article discusses the importance of early childhood education as a fundamental stage for the integral development of the child, considering cognitive, social, emotional, and cultural aspects. The analysis of scientific literature shows that interactions, play, teacher mediation, and a contextualized curriculum are central elements for promoting meaningful learning. Various authors reinforce that the first years of life represent a decisive phase for the formation of lasting competencies, which requires sensitive, planned pedagogical practices guided by children's rights. The research also reveals the relevance of organized and welcoming school environments, the active participation of families, and respect for diversity. Assessment is treated as a continuous and formative process that should value the individual paths of each child. Furthermore, the influence of technologies and the need for an interdisciplinary approach that breaks with the fragmentation of knowledge are discussed. Finally, it is highlighted that quality in early childhood education depends on the articulation between public policies, teacher training, and an ethical commitment to children's rights. The study reinforces the urgency of an educational practice based on listening, affection, and valuing childhood as a present moment.

**Keywords:** Childhood. Curriculum. Mediation. Learning.



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18095654

## EDUCATION FOR DIVERSITY: THE IMPLEMENTATION OF LAW 10.639/03 AND LAW 11.645/08 IN THE SCHOOL CURRICULUM

#### **AUTHOR**

**Priscila dos Reis Pereira:** Specialist in Special Education from the Federal University of Maranhão – BR, Pedagogue, Professor of Philosophy of Education at FACAM University.

Contact: priscilalimacorretora@gmail.com | +55(98)98878-0900

#### **ABSTRACT**

This article analyzes the implementation of Laws 10.639/03 and 11.645/08, which mandate the teaching of Afro-Brazilian, African, and Indigenous history and culture in Brazilian basic education. Based on bibliographic research, the advances, challenges, and obstacles faced in the process of incorporating these themes into the school curriculum were investigated. The results indicate that, despite legislative progress, difficulties persist related to insufficient teacher training, institutional resistance, and a lack of adequate teaching materials. The study highlights the importance of articulated public policies, community participation, and curricular transversality to consolidate an anti-racist and inclusive education. It concludes that the effective implementation of these laws is fundamental to promoting the recognition of cultural diversity and combating structural racism in the school environment, constituting an ethical and political commitment to building a more just and plural society.

**Keywords:** Anti-racist education. Law 10.639/03. Law 11.645/08. Afro-Brazilian history and culture. Ethnic-racial diversity. School curriculum. Teacher training.



International Journal of Education and Research Vol. 1, Number 3, December - 2025 | Peer-Reviewed Journal ISSN 2764-9733 | ijeresearch.org DOI: 10.5281/zenodo.18095691

## SCHOOL IN TIME INTEGRAL NA PERSPECTIVE FROM THE COMPREHENSIVE EDUCATION

#### **AUTHOR**

**Fabiana Santos Silva:** Doctoral candidate in the UNIDA University Program, Director of Development at the Department of Education of Canhotinho/PE, Educational Advisor and Regional Coordinator (UNDIME/PE) of the New PAR program through RenaPAR/MEC.

Contact: fabianaseliga@hotmail.com | +55(87)99960-4079

#### **ABSTRACT**

This study is the result of an analysis of the fundamentals and practices of Comprehensive Education in a Full-Time School, an educational concept that presupposes the full development of humanity, considering all the dimensions: intellectual, physical, emotional, social, and ethical. Inspired by a perspective humanist, education integral search the development integral of the student, promoting conditions so that each individual can build knowledge. with sense and meaning put quite of learnings what be relevant, accessible, pertinent and transformative. An analysis of multiple and profound associations between learning and development results in the relationship between these processes that imply in training of the individual. Addressing holistic education and the development of a full-time school implies a commitment that proposes a vibrant, welcoming school dedicated to the formation of well-rounded individuals. More than time, it's about purpose, where shaping critical and transformative human beings is essential.

**Keywords:** Comprehensive education. Full-time school. Holistic human development. Critical student formation.

#### STANDARDS FOR PUBLICATION IN THE IJER JOURNAL

#### **Virtual Submission**

Articles accepted for publication in the IJEResearch – International Journal of Education and Research, must be unpublished and follow the structure described below.

Whoever makes the submission must be the main author or have a power of attorney for this act.

Author and co-authors (first and last name in full + e-mail and telephone number).

To have the article submitted, payment of US\$35 is required.

#### **Structure**

- 1. The text must have a minimum of 10 and no more than 25 pages, A4 format (including bibliography and explanatory notes). typed in Arial or Times New Roman 12 for body text, 1.5 spacing between lines.
- 2. All manuscripts must be accompanied by an abstract (maximum of 200 words), 5 keywords, abstract, 5 key words (preceding the text).
- 3. The title must be in Arial or Times New Roman 14, centered. Subheads: Don't start a new page with every subhead; titles are graphically differentiated between sections of different hierarchy and the same when of the same hierarchy; must follow a sequential numbering.
- 4. The manuscript must be composed of: abstract, abstract in Portuguese, introduction, methodology, presentation and analysis of results, conclusion and references. Simplified model: abstract, introduction, development, conclusion and references.
- 5. For emphasis, double quotation marks must be used.
- 6. Italics for titles of works, words or expressions in other languages cited in the text.
- 7. When a reference has up to three authors, all authors must be indicated. When you have more than three authors, indicate only the first author followed by the expression et al.
- 8. Footnotes should be restricted as much as possible.
- 9. References must be presented at the end of the text, before the explanatory notes, in compliance with ABNT standards (NBR-6023). The article cannot exceed the limit of 25 references.
- 10. Electronic file reference: authorship, title, source (if published). Available at: URL. Accessed in: day, month and year.
- 11. The illustrations (figures, graphs, table, etc.) must have the necessary quality for a good graphic reproduction (300Kb). The image file format must be JPG or PNG. At images must be identified, with title or caption and source, designated, in the text, in abbreviated form, as a figure (Fig. 1, Fig. 2 etc.).
- 12. All works sent for publication will be submitted to the appreciation of the Editorial Boards, which have full authority to decide on the convenience or not of their publication, and may suggest changes.
- 13. Disregard of the rules will imply non-acceptance of the text.
- 14. The approval of a work does not imply its publication in the number immediately following it.

15. Calls will be made to special or commemorative numbers.

#### **Submission conditions**

As part of the submission process, authors are required to verify the submission's compliance with all of the items listed below. Submissions that do not comply with the rules will be returned to the authors.

- 1. The contribution is original and unpublished, and is not being evaluated for publication by another journal; otherwise, it must be justified in "Comments to the Editor".
- 2. Files for submission are in Microsoft Word, OpenOffice or RTF format (as long as they do not exceed 2MB).
- 3. URLs for references should be provided when necessary.
- 4. The text is in 1.5 spacing; uses a font of 12 (Arial or Times New Roman); figures and tables are included in the text, not at the end of the document, as attachments.

#### **Copyright Statement**

Copyright for articles published in this journal is held by the author, with first publication rights to the journal. By virtue of appearing in this public access journal, the articles are free to use, with their own attributions, in educational and non-commercial applications.

#### **Privacy Policy**

The names and addresses given in this magazine will be used exclusively for the services provided by this publication and will not be made available for other purposes.

ISSN 2764-9733 | DOI 10.5281/zenodo.18095727

# THIRST

Av. Pastor Martin Luther King Júnior, 126 (Torre 2000 Sala 104) Del Castilho Rio de Janeiro - RJ - Brasil CEP 20765-971 TEL: +55 (21) 3490-5511

**IJERESEARCH.ORG**