

Graduate preschool education with a plurilingual focus and neuroeducation from community processes

Abstract

The “Diploma in Preschool Education with a Plurilingual and Neuroeducational Approach from Community Processes” was a continuing education program developed for preschool teachers in the Milpa Alta district of Mexico City, Mexico. It was conducted remotely in 30 weekly sessions via Google Meet, from January 16 to May 23, 2026. The background of the plurilingual approach, neuroeducation, and community work is outlined. The program’s objectives, foundational principles, participant profiles, methodology, and curriculum are then described, including the modules that comprise it. Access links to each session are included for online review, thus explaining the program’s logistics and dynamics. Among its key outcomes is the collaboration among all participants in a network of practice. The pedagogical practice successfully integrated content from community work, neuroeducation, and multilingualism as key training areas that fostered reflection on teaching practice. This reflection began with a diagnosis of sociocultural and linguistic contexts, leading to the subsequent design of relevant educational projects. The article highlights some difficulties the teachers faced in developing their final product compared to their Colombian colleagues, who ultimately joined this educational experience. Finally, it presents some proposals for improving this educational practice.

Keywords: diploma in preschool education, multilingual approach, neuroeducation, community processes

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Mauro G Peralta Silverio, Berenice Tapia Gonzalez

Postdoctoral Stay, National Pedagogical University, Mexico

Correspondence: Mauro G Peralta Silverio, Postdoctoral Stay, National Pedagogical University, Ajusco Unit, Mexico

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Introduction

The Diploma in Preschool Education with a Plurilingual and Neuroeducational Approach from Community Processes constituted a continuing education experience developed for preschool teachers to strengthen their educational practices by articulating theoretical, methodological, and pedagogical elements to promote contextualized, inclusive, and relevant education. This orientation is related to the 2022 Study Plan of the Ministry of Public Education (SEP), which emphasizes the need to address the regional, local, contextual, and situational nature of teaching and learning processes, as well as to recognize the community as a fundamental space for the construction of educational experiences.¹

The program aimed to provide tools for the design and implementation of educational projects from a community-based approach, recognizing the sociocultural and linguistic characteristics of the contexts in which teaching practice takes place. From the perspective of situated learning, learning becomes meaningful when linked to situations, practices, and contexts that are significant for those participating in the educational processes.² Furthermore, the diploma program incorporates multilingualism as a formative dimension that allows for the recognition of linguistic diversity as a resource for learning and participation. UNESCO indicates that multilingual education can contribute to a more inclusive and equitable education, particularly when considering the languages that children understand and use in their family and community contexts.³

From this perspective, multilingualism is not limited to teaching different languages, but rather involves recognizing the linguistic practices of communities and the possibilities they offer for knowledge construction. In this sense, the trans-language approach proposed by García and Wei,⁴ allows us to understand linguistic practices as

flexible processes through which people mobilize their linguistic and semiotic resources to communicate, learn, and construct meaning.⁵

The neuroeducation component incorporates knowledge from neuroscience and other fields related to learning, with special attention to processes such as emotion, attention, and memory. Mora,⁶ highlights the importance of considering the relationship between emotion and learning, as well as the characteristics of learning during the early stages of development. However, its incorporation into the educational field requires a critical reading of the available evidence and avoiding the perpetuation of neuromyths. Recent research with early childhood educators shows both a significant interest in neuroscience and the persistence of scientifically unsupported conceptions, which reinforces the need for evidence-based teacher training.^{7,8}

In this way, the diploma program articulated community work, neuroeducation, and multilingualism as training axes that sought to promote reflection on teaching practice, the diagnosis of sociocultural and linguistic contexts, and the design of relevant educational projects.

As part of the academic products of the diploma, the preparation of two publications was considered: one made up of the contributions of the participating teachers and another built collectively by the team of tutors, with the purpose of promoting the systematization, communication and socialization of the knowledge and experiences generated during the training process.

Background

Preschool education takes place in contexts characterized by broad social, cultural, and linguistic diversity. In Mexico, this diversity is particularly relevant due to the country’s multicultural composition

and the legal recognition of indigenous languages as national languages. The 2022 Curriculum recognizes socio-educational diversity and emphasizes the need to move beyond homogenizing and decontextualized perspectives, favoring educational processes linked to the characteristics of the communities.¹

In this context, teacher training takes on special importance, since curricular transformations require teachers to have the tools to interpret their contexts and make relevant pedagogical decisions. The 2022 Curriculum itself incorporates teacher training as part of the right to a system of education, professional development, and continuing education, and emphasizes the contextual and situational nature of educational processes.^{9,1}

The *situated learning perspective* provides insights into the relationship between school and context. Díaz Barriga Arceo,² argues that learning can be strengthened through experiences linked to authentic situations and social practices in which knowledge acquires meaning. This perspective is relevant for a training proposal that aims to help teachers design educational projects connected to the characteristics of their communities.

Furthermore, the recognition of multilingualism reflects an educational reality in which children can interact with diverse languages and forms of communication. UNESCO has indicated that multilingual education is a relevant strategy for promoting inclusion and ensuring that educational processes consider the languages that people understand and use.¹⁰

In the Mexican case, the SEP's curriculum framework explicitly incorporates a *Bachelor's Degree in Intercultural, Plurilingual, and Community Preschool Education*, demonstrating the relevance these three components have acquired within teacher training.¹¹ Furthermore, recognizing linguistic diversity implies questioning perspectives that establish hierarchies among languages. From the field of bilingual and plurilingual education, García and Wei,⁴ propose the concept of *translanguaging* to analyze the flexible linguistic practices that take place in multilingual contexts. This perspective allows for a broader understanding of the pedagogical possibilities of the different languages and communicative resources present in classrooms.⁵

Community work finds its roots in critical pedagogies. Freire,¹² conceives of education as a dialogical process in which people can critically analyze their reality and participate in its transformation. This perspective is relevant for a teacher training proposal that seeks to ensure that participants not only acquire methodological tools, but also reflect on their own practices and the sociocultural conditions in which these practices.¹³

Finally, recent research on neuroeducation and teacher training shows the need to build responsible bridges between scientific knowledge about the brain, development, and learning and pedagogical decisions. Walsh et al.,⁸ found evidence of benefits in knowledge, attitudes, and professional confidence among early childhood teachers who participated in neuroscience-related training programs; however, they point out that evidence on direct changes in teaching practices and on benefits for children remains limited.^{7,8}

Development of the diploma

General objective

To strengthen the theoretical and methodological capacities of preschool teachers for the design and implementation of educational projects with a multilingual and community focus, through the diagnosis of the sociocultural and linguistic context, which allows

the development of relevant, critical and inclusive educational interventions.

Specific objectives

Strengthening teaching practice in preschool education from a multilingual, critical and inclusive approach, through the incorporation of pedagogical strategies that recognize and value the linguistic and sociocultural diversity of the community, promoting situated and meaningful learning.

To support teachers in various theoretical and methodological aspects that allow them to reflect on and improve their teaching practice, through writing about their practice and presenting their results in articles that can be shared.

Rationale

Pedagogical and sociocultural

The proposal stems from a conception of learning as a socially and culturally situated process. From this perspective, knowledge is not constructed in isolation, but rather in interaction with other people, with language, with cultural practices, and with the contexts in which individuals participate. Situated learning allows for the establishment of links between educational content and everyday life experiences. Díaz Barriga Arceo,² argues for the importance of relating educational processes to meaningful contexts and practices, a perspective that is relevant for the design of contextualized educational projects.² Consequently, the diploma program proposes that teachers analyze their work contexts, draw upon community knowledge, and develop projects that establish relationships between school, families, and the community.

From community work

Community work is one of the central pillars of the diploma program. It is conceived as a process that fosters dialogue, participation, and the collective development of educational proposals linked to the specific conditions of each community. This perspective aligns with the ideas of Freire,¹² who emphasizes dialogue and critical reflection as fundamental elements of educational processes. From this perspective, teachers are not merely recipients of knowledge, but professionals who analyze their reality, draw upon their experiences, and participate in the construction of educational alternatives.¹²

Likewise, the SEP's 2022 Study Plan recognizes the community as a central element of curricular organization and emphasizes the need to contextualize educational processes.¹ Therefore, the sociocultural and linguistic diagnosis constitutes a fundamental methodological component of the diploma program, as it allows for the identification of characteristics, needs, knowledge, cultural practices, and resources present in each context.

Multilingual and intercultural

Multilingualism is understood as both a condition and an educational possibility that allows for the recognition of the diversity of languages and communicative practices present in communities. UNESCO defines multilingual education as that which uses two or more languages in educational processes and highlights its importance for moving towards more inclusive and equitable education systems (UNESCO, 2026). In the early years of schooling, the recognition of family and community languages is especially important. UNESCO points out that the use of languages that children understand fosters conditions of inclusion and educational participation.⁹ From a

sociolinguistic perspective, García and Wei,⁴ argue that bilingual and multilingual individuals flexibly mobilize their linguistic resources to construct meaning. This perspective offers tools for questioning models that rigidly separate languages and allows for the development of pedagogical practices that leverage the linguistic diversity present in school contexts.⁵ Therefore, the diploma program aims to help teachers develop strategies that recognize and value the languages and forms of communication present in their communities, from a critical, inclusive, and contextualized perspective.

From the perspective of neuroeducation

Neuroeducation is an interdisciplinary field that seeks to establish relationships between knowledge from neuroscience, psychology, and education. In this diploma program, its incorporation is particularly focused on understanding processes related to learning, emotions, attention, and memory. Mora,⁶ highlights the relevance of emotion and motivation in learning processes and dedicates special attention to learning during the early stages of development. The diploma program adopts a critical stance toward the use of neuroscientific information in education. Recent evidence shows that early childhood educators express interest in neuroscience, but also hold beliefs related to some neuromyths. Therefore, it is necessary to strengthen rigorous scientific training that allows for differentiating evidence-based knowledge from simplified interpretations.⁷ Additionally, Walsh et al.,⁸ indicate that neuroscience-based professional development programs can contribute to educators' knowledge, attitudes, and confidence, although evidence regarding changes in pedagogical practices and child outcomes still requires further research.⁵ Therefore, in this diploma program, neuroeducation is not presented as a prescriptive methodology, but rather as a field of knowledge that can contribute to informed reflection on teaching practice.

Methodology

The diploma program's methodology is based on a participatory, collaborative, and situated approach. It seeks to integrate theoretical knowledge with teachers' professional experiences, fostering processes of analysis, reflection, design, and intervention. Situated learning allows for linking learning to significant problems and situations within the context,² while Freire's dialogical perspective (1970) emphasizes the importance of participation and critical reflection in educational processes. Consequently, the training activities include reading and analyzing texts, academic dialogue, reflection on practice, collaborative work, sociocultural and linguistic diagnosis, the design of educational projects, tutorial support, and the systematization of experiences.

Entry profile

The diploma program is primarily aimed at *in-service preschool teachers* interested in strengthening their knowledge and pedagogical practices through the areas of community work, neuroeducation, and multilingualism.

Participants are expected to:

- a) They work as teachers in preschool education.
- b) They should be interested in strengthening their professional practice through continuing education processes.
- c) Recognize the importance of the sociocultural and linguistic context in educational processes.
- d) Demonstrate a willingness to critically analyze your professional experiences.
- e) Be open to linguistic, cultural, and social diversity.
- f) Be willing to participate in dialogue and collaborative work processes.
- g) They should be interested in designing contextualized educational projects.
- h) They must be willing to carry out reading, analysis, research, and systematization activities.

This profile is consistent with the emphasis that the 2022 Study Plan places on teacher training and updating and on professional autonomy to contextualize educational processes.

Graduate profile

Upon completion of the diploma program, the teachers will have strengthened their theoretical and methodological skills to analyze their professional practice and design educational projects from a *multilingual, critical, inclusive, and community-based perspective*.

Graduates will be able to:

- a) Analyze theoretical and methodological foundations related to community work, neuroeducation, and multilingualism.
- b) Recognize the sociocultural and linguistic characteristics of the contexts in which they develop their practice.
- c) Develop sociocultural and linguistic diagnoses as a basis for the design of educational projects.
- d) Design educational projects that are contextualized and linked to the needs of the communities.
- e) Incorporate pedagogical strategies that recognize and value linguistic and cultural diversity.
- f) Promote inclusive and participatory educational environments.
- g) Critically incorporate contributions from neuroeducation related to learning, emotions, attention, and memory.
- h) Establish collaborative relationships between school, families and community.
- i) Reflect critically on your own teaching practice.
- j) Systematize educational experiences and communicate the knowledge built through individual and collective academic productions.

This profile aligns with the SEP's curricular approach regarding contextualized, inclusive education linked to the diversity of communities.¹

Methodology developed during the diploma course

The methodology was developed from a *participatory, collaborative, reflective, situated and multilingual approach*, in which the professional experiences of the teachers constituted a starting point for the analysis and construction of their knowledge.

Theory and practice were integrated through activities that allowed students to move from conceptual review to context analysis, and subsequently to the design of educational projects. This approach is consistent with situated learning, which seeks to establish links between school knowledge and real-life situations and social practices² (Table 1).

Table 1 Strategies used for academic training

Strategy	Purpose
Exhibition and academic dialogue	Introduce theoretical concepts and perspectives.
Reading and critical analysis	Delve deeper into the fundamentals of the diploma program.
Reflection on practice	Analyze educational experiences and problems.
Collaborative work	Building knowledge and proposals collectively.
Sociocultural and linguistic diagnosis	Recognize the characteristics of the context.
Project design	Integrate theory, diagnosis, and intervention proposals.
Tutorial support	To guide the development of projects.
Systematization	Analyze and document experiences.
Academic production	Communicate and share the knowledge built.

Note: Table prepared by the authors of the work.

The evaluation was *diagnostic, formative, and integrative*, considering both the learning process and the products developed during the diploma program. Participation, reflections, analytical exercises, contextual diagnosis, project progress, the small deliverables from each module, and the final product were all taken into account. Furthermore, the collective academic production served as a strategy for systematizing and disseminating the knowledge built during the training process, through the two publications included as a final product of the diploma program.

Curriculum map:

Module I. Methodological Aspects; The Project and Narratives: Theoretical Foundations and Educational Projects

Note: All sessions were held virtually via Google Meet, and each was recorded and uploaded to YouTube. The link to each recording is included in the tables below (Table 2).

Table 2 Activities carried out, responsible parties and evidence of the development of each module of the diploma course

Presentation or activity	Speakers	Session information
Information Meeting	Dr. Antonio Carrillo Avelar	February 6, 2026 Time: 7:30 PM Mexico City time Link to the session on YouTube: https://youtu.be/XXN6HSKift0
	Dr. Antonio Carrillo Avelar	February 13, 2026 Time: 7:30 PM Mexico City time Link to the session on YouTube: https://youtu.be/tPGXIB45zZw
Educational projects through neuroeducation.	Dr. Antonio Carrillo Avelar	February 14, 2026 Time: 10:00 Mexico City time Link to the session on YouTube: https://youtu.be/84u3XVL3cs8
Croquette Method	CEIEAC Network, UPN 092, FES Aragon	February 20, 2026 Time: 7:30 PM Link to the session on YouTube: https://youtu.be/2GI Mwh0IL68
What is a research-intervention project?	Dr. Antonio Carrillo Avelar and Dr. Mauro G. Peralta Aguilar CEIEAC NETWORK, UPN 092, FES Aragon.	February 21, 2026 Time: 10:00 am Link to the session on YouTube: https://youtu.be/6pnl4YmSmXw
Multilingualism on the path to decoloniality in an indigenous town of Milpa Alta.	Ms. Berenice Tapia González CEIEAC Network, UPN 092	February 27, 2026 Time: 7:30 PM Link to the session on YouTube: https://youtu.be/-Rj2H4D8xC8
Experience in writing in rural schools.	Ms. Paola Andrea Lara Buitrago CINVESTAV	February 28, 2026 Time: 10:00 Link to the session on YouTube: https://youtu.be/yX7A_XKC8No
Learning English as a second language in preschool education: Sociolinguistic situation and educational strategies at the Kitty Early Childhood Education Center.	Rosa Alicia Rodríguez Martín, Esq. UPN.	February 28, 2026 Time: 10:30 Link to the session on YouTube: https://youtu.be/yX7A_XKC8No
Elements of a research project.	Dr. Mauro Gelacio Peralta Silverio FES Aragón UNAM.	

Note: Table prepared by the authors of the work.

Module II Generalities of Multilingual Education: Sign Language and Multilingual Pedagogy (Table 3).**Table 3** Academic activities, responsible parties and evidence of the development of the diploma

8. Ni matoca in nenemi ni matoca in tlazallo : Feeling is living, living is learning"	Mr. Miguel Ángel Luna Espinosa	March 6, 2026 7:30 PM Link to the session on YouTube: https://youtu.be/opeYMF2cgrU
9. Mitz moxihua tamalli : The making of a tamale	Lic. Rosa Lisbeth Martínez Carrera.	March 7, 2026 10:00am Link to the session on YouTube: https://youtu.be/3MNHEHkzEFA
10. From silence to inclusion: deaf culture.	Lic. Iskra Fernanda Reyes Flores.	March 13 , 2026 7:30 PM Link to the session on YouTube: https://youtu.be/CsYS2Tpwwi0
11. Waldorf pedagogy and multilingual education in preschool	Rosa Alicia Rodríguez Martín, Esq. UPN 092	March 13 , 2026 7:30 PM Link to the session on YouTube: https://youtu.be/5Yzc_CF0Kv0
11. Linguistic elements and basic components of language in preschool"	Ms. Berenice Tapia González	March 14, 2026 10:35am Link to the session on YouTube: https://youtu.be/5Yzc_CF0Kv0

Note: Table prepared by the authors of the work.

Module III Linguistic and Functional Elements and their Implications in Language Teaching (Table 4).**Table 4** Academic activities, responsible parties and evidence of the development of the diploma

12. Working methods of the Network of School Research Centers and Community Alternatives.	Dr. Mauro Gelacio Peralta Silverio.	March 20, 2026 7:30 PM Link to the session on YouTube: https://youtu.be/D9QtmyrLNQQ
15. Neuroeducation and plurilingualism: The Milpa Alta classroom as a laboratory of Inter-knowledge.	Rosa Alicia Rodríguez Martín, Esq. UPN 092.	March 21, 2026 10:30am Link to the session on YouTube: https://youtu.be/84dqBa-0N_0
16. The power of storytelling to share pedagogical experiences.	Ms. Lucerito Rosales Martínez.	March 27, 2026 7:30 PM Link to the session on YouTube: https://youtu.be/QQLDG7SBLa0
17. Artificial intelligence in the language classroom: pedagogical ally or educational challenge?	Ms. Berenice Tapia González UPN 092	March 28, 2026 10:30am Link to the session on YouTube: https://youtu.be/sdrFyprcJSc
18. New meanings for preschool education	Dr. Antonio Carrillo Avelar and Dr. Mauro Gelacio Peralta Silverio	Date: March 2026 10:30am Link to the session on YouTube: https://youtu.be/C2lCrzP79Gk
19. Artificial intelligence in the language classroom Part II: Differences between AI and gamification.	Ms. Berenice Tapia González UPN 092	Date: March 2026 10:30am Link to the session on YouTube: https://youtu.be/pQfelai0WPg

Note: Table prepared by the authors of the work.

Module IV: Worldviews, Epistemologies and School Projects (Table 5)**Table 5** Academic activities, responsible parties and evidence of the development of the diploma

20. Digital storytelling. A way to narratively document the experience.	Dr. María del Carmen Ruiz Nakasone and Olimpia Olivera Santiago. Professor at UPN 092. Coordinator of the Mexican Language Network.	April 24, 2026. Time: 7:30 PM Link to the session on YouTube: https://youtu.be/PW7fNxsqj_0
22. APA Format: A tool for organizing and writing academic projects.	Mr. Miguel Ángel Luna Espinosa and Rosa Lisbeth Martínez Carrera.	April 24, 2026 7:30 PM Link to the session on YouTube: https://youtu.be/Ui_0n5q7pGg
23. The didactic strengthening of the preschool level through research reports" (Academic Networks)	Dr. Antonio Carrillo Avelar and Dr. Mauro G. Peralta Silverio.	May 8, 2026. Time: 7:30 PM Link to the session on YouTube: https://youtu.be/T8Z_AUDUtUw

Table 5 Continued...

24. Strengthening the didactic approach at the preschool level through research reports" "Working session for educators"	With the pedagogical team in charge of guiding the construction of academic projects. 1. Voices in the classroom: analysis of linguistic diversity in preschool. Lucia Aranda. 2. Children who speak: konetl tlitolani Cristina Flores Flores Preschool teacher in the municipality of Milpa Alta 3In Cecihuatlincetlacatlin Ce Piltontlihuau Ce	May 9, 2026. Time: 10:30 am https://youtu.be/GxsuT7dQikY Preschool teacher in the municipality of Milpa Alta Date: May 9, 2026 10:00 10:15 10:30
20. Digital storytelling. A way to narratively document the experience.	Dr. María del Carmen Ruiz Nakasone and Olimpia Olivera Santiago. Professor at UPN 092. Coordinator of the Mexican Language Network. Altepetl Inhuelli Quicpia Ceixi Tlen Yopano Huanocceaxancainon Ticquicta Tlen Cuallia - For a woman, a man, girls, boys, and a people to be great, they must have one foot in the past and the other in the present to envision what is to come. A session of cosmovisional reflection on identity and historical memory as the basis for projecting the future of education in indigenous communities. Presented by: Anabel García Olivos. 4. Support to integrate a classroom project that recovers neuroeducation within a preschool group. Presented by: Gabriela González Contreras 5. The social function of language and the approach to writing. Presented by: Gabriela García Navarrete. School district supervisor. 6. Technology and fun as means for teaching and learning languages: English and Nahuatl. Presented by: Denisse Anahí Reynoso Meza	April 24, 2026. Time: 7:30 PM Link to the session on YouTube: https://youtu.be/PW7fNxsqj_0 10:40 11:00 10:55 11:20
25. China: the keys to the educational model and its international impact.	Ms. Berenice Tapia González. UPN 092.	May 16, 2026. Time: 10:00 Link to the session on YouTube: https://youtu.be/q-UZASgOFw8
26. Guidelines for research project narratives.	Dr. Antonio Carrillo Avelar and Dr. Mauro G. Peralta Silverio	May 22, 2026 7:30 PM Link to the session on YouTube:
27. The pedagogy of care as a tool for the theoretical foundation of an academic article.	Dr. Antonio Carrillo Avelar and Dr. Mauro G. Peralta Silverio.	May 22, 2026. Time: 7:30 PM Link to the session on YouTube: https://youtu.be/MEUdUSr3Uqw
20. Digital storytelling. A way to narratively document the experience.	Dr. María del Carmen Ruiz Nakasone and Olimpia Olivera Santiago. Professor at UPN 092. Coordinator of the Mexican Language Network.	April 24, 2026. Time: 7:30 PM Link to the session on YouTube: https://youtu.be/PW7fNxsqj_0
28. Hygiene of emotions, teacher self-regulation and classroom climate.	Participants: Everyone	May 22, 2026 7:30 PM Link to the session on YouTube: https://youtu.be/_o5ys8E0AhU
29. International Exchange Session	Presented by: Teachers from Colombia belonging to the department of Boyacá at the preschool level.	August 22, 2026 10:30 AM Mexico City time 11:30 AM Colombia time Link to the session on YouTube: https://youtu.be/Vi3x2ujh0Xk
Academic and social gathering.	All	September 13, 2026 In person October 3, 2026
30. International Exchange Session	Presented by: Teachers from Mexico, Interinstitutional Activity: UPN 092, RED CEIEAC, FES Aragón, CINVESTAV South Campus.	10:30 AM Mexico City time 11:30 AM Colombia time Link to the session on YouTube:
31. Academic Closing Ceremony	All	October 17, 2026

Note: Table prepared by the authors of the work.

Logistics and dynamics of the diploma sessions

The Diploma in Preschool Education with a Plurilingual Approach was developed under the following logistical organization: The sessions were held on Fridays from 7:30 p.m. to 9:00 p.m. and on Saturdays from 10:00 a.m. to 11:30 a.m., sometimes extending until 12:00 p.m.

Work dynamics:

Each session lasted approximately one hour. Within each session, each presentation averaged 20 to 25 minutes, followed by a question-and-answer session and dialogue with the participants. On Fridays, a single presentation was typically held. However, on several occasions, guest speakers also shared their experiences that same day. Saturdays, with their longer schedule, provided more time for work,

and therefore, two sessions were usually held each day. Additionally, on Fridays, after the sessions concluded, working meetings were sometimes held among the teachers who served as mentors to provide follow-up and support to the participating teachers in the development of their projects.

Results of the diploma course

The purpose of the diploma course was achieved because, for its construction and application, all its participants collaborated in a network of practice. The pedagogical experience stands out in its formative aspect as an innovative educational experience, since its pedagogical practice managed to articulate content from *community work, neuroeducation and multilingualism* as articulating axes that favored reflection on teaching practice, based on the diagnosis of sociocultural and linguistic contexts, for the subsequent design of relevant educational projects.

The teachers expressed interest in the activities developed by the organizing team, asking specific questions and making comments, as well as in the thematic content, through their participation and attendance. However, they faced difficulties in preparing and submitting a document that would systematize the processes they implemented in their schools, based on the design of activities and academic practices with their students (the final product), in the case of the group of teachers from Mexico. In contrast, the group of teachers from Colombia, who joined in the final phase of the diploma program, fully complied with the submission of assignments and the corresponding presentations.

Proposals for improving the educational experience

- A. Systematization of innovative teaching practices is necessary by recovering the experiences and activities designed during the course of the diploma program in order to share them with other similar school communities.
- B. Include workshops to strengthen academic writing skills, led by instructors to support teachers in the preparation of articles, reference management, and critical apparatus.
- C. Follow-up in the field proposes to create a project to support the instructor team in the schools of the teachers who remained active throughout the diploma program in order to document the possibility of implementing innovative activities within different institutions.
- D. Consider the possibility of a second edition of the diploma in modular format, based on the experience of this first edition, designing a shorter version by modules, with partial deliveries and tutoring, taking as a basis the work done by the instructors.¹⁴

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Conflicts of interest

The author declares no conflicts of interest.

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