

Social occupational therapy and anti-oppression educational spaces at universities: a report from outreach workers at the Metuia Cerrado nucleus

Terapia ocupacional social e espaços educativos de antiopressão na universidade: um relato dos extensionistas do Núcleo Metuia Cerrado



Amanda Carvalho Vieira¹, Letícia Oliveira Sousa², Samantha Lima Rocha³, Rafael Garcia Barreiro⁴, Magno Nunes Farias⁵

ABSTRACT

The present work seeks to expose, through an experience report, the reflections and learnings lived in the outreach project Metuia Cerrado during the year 2023, from the perspectives of outreach students. The project, which works with the theoretical-methodological framework of social occupational therapy, promoted five thematic workshops with university students, namely: Memes, Vogue, Baile Charme, Theater of the Oppressed and a Workshop in the Association of Parents and Friends of the Exceptional (APAE), the latter with the public marked by intellectual disability and crossed by capacitary. The workshops are designed to create environments of resistance, reception and expression that help to build processes of social emancipation and critical thinking. In addition, the project also contributed to the academic training of outreach workers and the promotion and deepening of themes focused on the social area, assistance and demonstrating that occupational therapists are professionals who can articulate these demands through their actions and activities and that the university, in partnership with other network services, can be a space for these joints, essential for overcoming paradigms still allocated in the university environment. It is concluded that they were important actions to promote the construction of more diverse and inclusive actions, based on the work of social occupational therapy.

Keywords: Social Occupational Therapy. Education. Outreach.

RESUMO

O presente trabalho busca expor, por meio de um relato de experiência, as reflexões e aprendizados vividos no projeto de extensão Metuia Cerrado durante o ano de 2023, pelas perspectivas de estudantes extensionistas. O projeto, que trabalha com o referencial teórico-metodológico da terapia ocupacional social, promoveu cinco oficinas temáticas com os estudantes universitários, a saber: Memes, Vogue, Baile Charme, Teatro do Oprimido e uma Oficina na Associação de Pais e Amigos dos Excepcionais

¹ Undergraduate student in Occupational Therapy. Universidade de Brasília (UnB), Brasília, DF, Brasil. Email: uni.amandav@gmail.com. Orcid: <https://orcid.org/0009-0003-6886-4163>.

² Undergraduate student in Occupational Therapy. Universidade de Brasília (UnB), Brasília, DF, Brasil. Email: unb.leticia@gmail.com. Orcid: <https://orcid.org/0009-0008-1435-2580>.

³ Undergraduate student in Occupational Therapy. Universidade de Brasília (UnB), Brasília, DF, Brasil. Email: samantha.rocha@aluno.unb.br. Orcid: <https://orcid.org/0000-0001-6525-1810>.

⁴ PhD in Occupational Therapy. Professor at the Universidade Federal da Bahia (UFBA), Salvador, BA, Brasil. Email: rafaelbarreiro@ufba.br. Orcid: <https://orcid.org/0000-0002-6699-2386>.

⁵ PhD in Education. Professor at the Universidade de Brasília (UnB), Brasília, DF, Brasil. Email: magno.farias@unb.br. Orcid: <https://orcid.org/0000-0002-9249-1497>.

(APAE), esta última com o público marcado pela deficiência intelectual e atravessados pelo capacitismo. As oficinas projetaram criar ambientes de resistência, acolhimento e expressão que auxiliem para a construção de processos de emancipação social e o pensamento crítico. Além disso, o projeto também contribuiu para a formação acadêmica dos extensionistas e no fomento e aprofundamento às temáticas voltadas para a área social, de assistência e promotora de direitos, demonstrando que terapeutas ocupacionais são profissionais que podem articular essas demandas por meio de suas ações e atividades e que a universidade, em parceria com demais serviços da rede, pode ser um espaço para essas articulações, que se demonstram essenciais para superação de paradigmas ainda alocados no ambiente universitário. Conclui-se que foram ações importantes para fomentar a construção de ações mais diversas e inclusivas, tendo como base o trabalho da terapia ocupacional social.

Palavras-chave: Terapia Ocupacional social. Educação. Extensão.

INTRODUCTION

Occupational therapists are professionals with diverse descriptions and attributions, one of which is to act as facilitators for the legitimization of rights, citizenship, and social emancipation of vulnerable individuals and groups who suffer oppressive actions in their daily lives. They work towards understanding the concrete problems and needs of the community to propose interventions, reconstruct contexts, and transform the daily lives of these individuals (Barros; Lopes; Galheigo, 2007).

The theoretical-practical propositions of social occupational therapy foster actions and discussions for professional practice in the social field, utilizing, for example, the construction of Activity Workshops, Dynamics, and Projects as social technology resources. This aims to promote spaces for welcoming, strengthening, resistance, social participation, and emancipation of individuals, groups, collectives, and populations affected by social markers of difference.

Social markers of difference refer to structural social constructs that articulate within political and social systems in a way that results in processes of social inclusion/exclusion. This outcome depends on how much phenotypical characteristics and social identities deviate from the hegemonic ideal defined by the social fabric. These markers include factors such as gender, sexuality, race, class, religion, nationality, generation, among others (Melo; Malfitano; Lopes, 2020).

Therefore, the concepts and frameworks mentioned were important to guide the construction of the experience report of the activities, experiences, and reflections undergone by the outreach students of the outreach projects Laboratório Metuia Cerrado: Práticas e Saberes em Terapia Ocupacional Social (Metuia Cerrado Laboratory: Practices and Knowledge in Social Occupational Therapy) and Oficinas Metuia Cerrado: Espaços Educativos de Resistência e Anti-opressão (Metuia Cerrado

Workshops: Educational Spaces of Resistance and Anti-oppression), carried out by professors and students of the occupational therapy undergraduate course at the University of Brasília, Ceilândia Campus (UnB/FCE). This report aims to present the experiences lived in the outreach actions and the challenges faced by outreach students from the perspective of social occupational therapy.

THE METUIA CERRADO

The Projeto Metuia (Metuia Project) (now Rede Metuia [Metuia Network]) emerged in 1998 in response to issues and needs raised by the community that occupied and were part of Projeto Casarão (Casarão Project): a culture and community center on Celso Garcia Street, organized with the Associação de Construção por Mutirão do Casarão (Movimento de Luta por Moradia Urbana (Casarão Mutual Construction Association [Urban Housing Struggle Movement]), in the central region of São Paulo (Lopes et al., 2002). The actions initiated in the project were established through a partnership of three occupational therapy courses – from the Federal University of São Carlos (UFSCar), the University of São Paulo (USP), and the Pontifical Catholic University of Campinas (PUC-Campinas). Furthermore, Pan (2021) argues that:

The creation of the Projeto Metuia was driven by the prospect of proposing professional action focused specifically on social demands, guided by the guarantee of the rights of the populations with which it works and by the inseparability of technical, ethical and political action.

From 2010 onwards, with the Programa de Apoio a Planos de Reestruturação e Expansão das Universidades Federais (REUNI) (Program to Support Restructuring and Expansion Plans for Federal Universities), new undergraduate courses in occupational therapy were created in the country (Pan; Lopes, 2016), and several nuclei of the outreach project were implemented after the project's initial conception, forming the current Rede Metuia. This network is currently composed of seven nuclei: UFSCar, USP, Federal University of São Paulo (Unifesp), Federal University of Espírito Santo (UFES), University of Brasília (UnB), Federal University of Paraíba (UFPB), and State University of Health Sciences (Uncisal).

The Rede Metuia focuses on being an "interinstitutional group for studies, training, and actions for the citizenship of children, adolescents, and adults in processes of rupture of social support networks" (Galheigo, 2016, p. 54).

Given this, the Núcleo Metuia Cerrado (Metuia Cerrado Nucleus) of UnB/FCE, through outreach projects organized by the center's faculty, aims to develop an occupational therapy practice focused on social demands and guided by the guarantee of social rights that enable autonomy and emancipation. Therefore, the understandings of

the theoretical-methodological framework of social occupational therapy subsidize the actions planned and executed by the Núcleo Metuia Cerrado, enabling it to build collective spaces for coexistence, exchange, debates, and experimentation on issues that permeate the daily lives of people affected by emergent social issues, which relate to restrictions in social participation and citizenship.

The project addresses aspects related to the rights of circulation through territories and access to spaces in the fields of education, health, justice, social assistance, leisure, sport, and culture. It fosters the construction of actions that strengthen processes of participation and social emancipation of individuals, understanding them as people who should become protagonists of their daily lives and conscious agents of their social rights, actively fighting in defense of citizenship.

The Núcleo Metuia Cerrado aims to stimulate the integration of students interested in social occupational therapy with professionals working in this field, together with their clients. This integration is achieved through actions focused on the aforementioned populations, which are the target of occupational-therapeutic intervention due to social problems that can be debated from a theoretical framework and, through practical actions, make tangible the theoretical-methodological contours that underpin social occupational therapy.

The outreach activities carried out in 2023 focused on promoting radical inclusion, not only within the university environment but also in other contexts of the social fabric. Radical inclusion is understood as a theoretical perspective that advocates for "guaranteeing access, permanence, participation, and learning for all, radically and inclusively: all" (Lopes; Borba, 2022, p. 209), connecting with the pursuit of inclusion and social participation.

Thus, the workshops were primarily located at UnB/FCE, focusing on university students, and the Associação de Pais e Amigos dos Excepcionais (APAE) (Association of Parents and Friends of Exceptional Individuals) of the Federal District (DF), an institutional partner of the outreach projects. The aim was to promote reflections and actions with the occupational therapists and multidisciplinary team of the institution, formalized through a partnership between APAE and the Secretaria de Desenvolvimento Social do Distrito Federal (SEDES) (Secretariat of Social Development of the Federal District), to propose improvements in the care provided to people with disabilities and their families who are assisted by the institution.

METHODOLOGY

This is an experience report, characterized as a descriptive study that aims to report the experiences of a specific group and to share reflections that emerged during each experience.

This present work aims to address the importance of theoretical and practical knowledge, focused on community service, in the lives of undergraduate students, through experiences in the university outreach environment. The protagonists of this report aim to bring people closer to higher education institutions, promoting the democratization of various sciences and autonomy so that each individual can participate in the various care processes that begin with the creation of environments of resistance and anti-oppression.

Five workshops were held in 2023, four of which took place in the university setting. These workshops addressed themes identified from student demands, namely: memes as a form of expression for youth in the digital age; the importance of recognizing and valuing the cultural activities of invisibilized communities; and how the university should be a space for discussion and constant knowledge construction. Generally, the workshops conducted within the university environment utilized spaces and materials provided by the educational institution, such as classrooms, courtyards, sports courts, or laboratories, as well as sound systems, televisions, and various other materials. These activities had between 15 and 20 participants per workshop.

In addition to the workshops at the university, a workshop was also conducted with users from APAE, a demographic marked by cognitive disabilities and affected by ableism and restrictions in their social participation within the territory. In this workshop, extension workers brought various objects, such as headphones, books, notebooks, buttons, earrings, plush toys, and makeup, to establish rapport with participants and access the real demands of this service. For this activity, 15 APAE-DF users were invited to participate.

The Núcleo Metuia Cerrado carries out its actions based on the theoretical-methodological framework of social occupational therapy, aiming to understand the social problems of various publics. All actions were based on the social technology of social occupational therapy called Oficinas de Atividades, Dinâmicas e Projetos (Workshops of Activities, Dynamics, and Projects), which uses "activities as a mediating resource for the work of approximation, monitoring, apprehension of demands, and strengthening of individual and collective subjects, to whom its action is directed" (Lopes et al., 2014, p. 595).

RESULTS

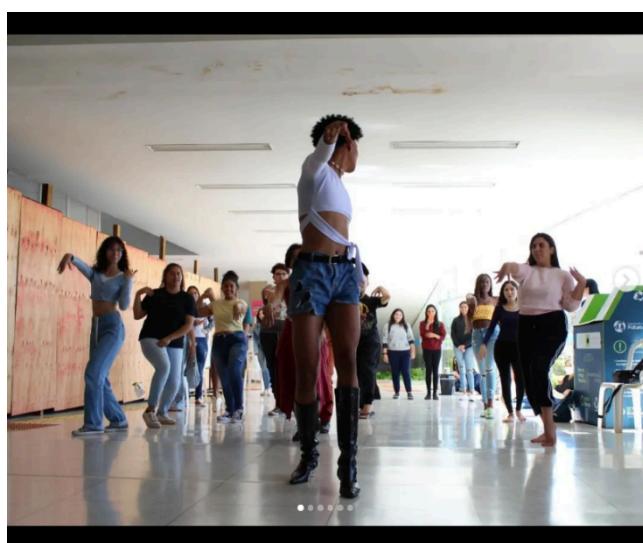
Based on an understanding of the concepts and realities of exclusion processes within the academic environment of UnB, the team of outreach workers found it necessary to reflect on how to promote practices that foster radical inclusion in the diverse settings where occupational therapy is present. As a result of various studies and discussions, the 2023 actions began with a campaign that included the creation of

posters and visual and explanatory material for digital platforms about radical inclusion and social markers of difference. These efforts aimed to encourage individuals and groups accessing these spaces to adopt a perspective that considers social factors in discussions about the production of care.

The posters were put up in the corridors of UnB/FCE and disseminated on Instagram. Following this initial campaign, thematic workshops were held with the students. The workshops conducted during this period included those on Memes, Vogue, Baile Charme (Charme Dance), and Teatro do Oprimido (Theater of the Oppressed), as well as a workshop at APAE for the public assisted by this service. Each of these actions will be detailed below.

The Vogue Workshop was held on two occasions during 2023, one of them during the University Week of the University of Brasília (Semuni), aiming to promote spaces not only for empowerment and resistance of the LGBTQIA+ community, but also for strengthening and spreading this culture, social participation, welcoming, and leisure for the academic and external community of UnB. This action counted with the presence of members of Casa de Laffond (House of Laffond), a multi-artistic collective of Black composition that uses ballroom culture as a tool for survival, affection, and a space for performance. Therefore, during this workshop, participants were introduced to ballroom culture and its specificities (Image 1), with the promotion of moments of welcoming, reflections, and demands of the LGBTQIA+ community, in addition to disseminating leisure and social participation in the academic environment of UnB and strengthening and empowering LGBTQIA+ culture in partnership with the Casa de Laffond collective, considering racial inclusion as one of the pillars of our actions.

Image 1 – First ballroom workshop promoted by Metuia Cerrado



Source: Metuia Cerrado Collection (2023).

The Charm Dance Workshop (Figure 2), also held during Semuni, resulted from the collaboration of the Centro Acadêmico de Terapia Ocupacional (Occupational Therapy Academic Center), the Núcleo Metuia, and the Jovem de Expressão (Young Person of Expression) project, located in Ceilândia. This project targets young people and aims to foster culture, promote youth inclusion, encourage their appropriation of the territory, and empower them through various initiatives. Therefore, the objectives of this workshop were to provide spaces for empowerment and resistance for the peripheral Black community, strengthen and disseminate culture, and offer social participation, welcome, and leisure for both the academic community and those external to UnB.

Image 2 – Baile Charme Workshop



Source: Metuia Cerrado Collection (2023).

The Terapia Ocupacional Social e Inclusão Radical: Enfrentamento das Violências Institucionais no Âmbito Universitário (Social and Radical Inclusion

Occupational Therapy: Confronting Institutional Violence within the University Setting) Workshop (Image 3) utilized the Teatro do Oprimido (a theatrical method that combines exercises, games, and techniques, placing the audience in an active role) as a therapeutic resource to represent, on stage, the violence experienced at the university according to student reports. This approach aimed to address topics such as fatphobia, transphobia, and moral harassment with greater ease and fluidity. In this dynamic, the objective was to ensure that the representation of the oppressor did not go unpunished for their actions, which highlighted to the young participants the importance of recognizing violence, appealing to higher authorities, and seeking out the UnB/FCE reporting channels, in addition to finding support within their social networks. It was a unique moment of listening and welcoming students' demands, fostering identification and awareness for the creation of an anti-oppressive university, where justice is served in situations like those reported.

Image 3 – Terapia Ocupacional Social e Inclusão Radical: Enfrentamento das Violências Institucionais no Âmbito Universitário Workshop held at Semuni 2023



Source: Metuia Cerrado Collection (2023).

In the Meme Workshop (Image 4), stickers from the WhatsApp digital platform and memes were shared, and the contexts in which they are commonly used were categorized. The objective was to bring representativeness through these digital resources that are present in the daily lives of young people who express and communicate their feelings and perceptions through social media.

Image 4 – Meme Workshop held at Semuni 2023



Source: Metuia Cerrado Collection (2023).

One of the project's workstreams, extending beyond the physical limits of the university, is at APAE/DF. Here, we collaborate with the institution's multi-professional team (linked to social assistance) through case studies, discussions on theoretical frameworks, and the planning of workshops. The aim is to rethink Occupational Therapy interventions with the institution's users. Within this framework, we conducted a workshop to understand the users' reality (Image 5) and how occupational therapy, focusing on promoting autonomy, emancipation, and social inclusion, can make a difference in supporting individuals with intellectual or multiple disabilities. This highlights the occupational therapist's role as a mediator between the individual and their environment and daily life. This workshop fostered the creation of bonds and connections with users, providing them with a safe and free space to express dreams, desires, and tell their stories, taking ownership of their narratives. A secondary objective was to identify the latent demands of this population, using participants' accounts to plan future interventions.

Image 5 – Workshop held at APAE/DF to meet service users



Source: Metuia Cerrado Collection (2023).

Furthermore, the interventions by the Núcleo Metuia Cerrado in conjunction with APAE/DF also included a free conference of the Sistema Único de Assistência Social (SUAS) (Unified Social Assistance System) (Image 6), held in July at the UnB/FCE. Attendees included members of the multidisciplinary team of APAE/DF, outreach students, project coordinating professors, and a psychology professional from the Centro de Referência de Assistência Social (CRAS) (Social Assistance Referral Center).

The conference focused on discussing the visibility of occupational therapy as part of the social assistance team and the challenges faced by these professionals within SUAS due to management and investment issues. This work resulted in a booklet on principles and foundations for the occupational therapist's practice in social assistance with people with disabilities.

Image 6 – Free Conference

Source: Acervo Metuia Collection (2023).

Finally, we created and disseminated posts, understanding social media as a tool to access contemporary youth. This action aimed to invite the academic community to participate in our activities and to publicly share the work being done by the Metuia Cerrado Project. The posts made on the @metuiacerrado Instagram also included the celebration of commemorative and significant dates for populations affected by social markers, such as the National Lesbian Representativeness Day and Black Consciousness Day.

The actions aimed to foster reflections on the empowerment of people with disabilities, Black individuals, gender and sexual dissidents, and those from peripheral regions, understanding the importance of constructing these spaces for resistance, representation, welcome, and active listening. This is particularly crucial within the university, which can be a hostile environment and a (re)producer of prejudices. The workshops were primarily offered at the university, as this institution also has a social role and duty towards students and the community who may experience situations of violence, thereby enabling inclusion and the valuing of differences. These initiatives garnered significant participation and engagement from the target audience.

Furthermore, the project contributed to the academic training of student outreach workers and to the promotion and deepening of themes related to social, assistance, and

rights-promoting areas. This demonstrated that occupational therapists are professionals who articulate these demands and that the university, in partnership with other network services, is an essential institution for overcoming paradigms and building actions of resistance.

DISCUSSION

Considering the presented aspects regarding the construction and consolidation of the Rede Metuia and, consequently, of the theoretical axis of social occupational therapy, the social impact generated in the community and the university becomes evident when there is an indissociability of teaching, research, and outreach, as Moraes and Soares (2021, p. 32) affirm concerning the integration of outreach in Brazilian universities:

Given this, the meanings of outreach in Brazilian public universities have undergone numerous conceptual shifts, ranging from extension to service or assistance, encompassing the responsibility of the social role of the university, which is to bring culture and science to excluded populations while at the same time bringing applied and reinterpreted knowledge to itself, reworking its theories and advancing through society.

It is thus perceived how exclusion and disaffiliation are social dilemmas present in all instances of society, increasingly normalized and reproduced (Wanderley, 2004), so that universities can contribute to society in disrupting these forms of violence, aiming at the construction of a less exclusive daily life.

In this scenario, Metuia Cerrado has been seeking to define strategies through social occupational therapy, aiming to address social problems that generate processes of exclusion and disaffiliation. Experiences with young people in the context of UnB and APAE/DF revealed the potential of this work, as they present various demands related to the need for greater youth protagonism, the reproduction of inequalities – involving social markers of class, race, sexuality, and gender – the difficulty of living with difference, the challenges of the post-pandemic return, and the struggle against ableism, among others.

Beyond what has been exposed, it is essential to reflect on the democratization of scientific knowledge and the approximation of the community with the university,

proving that occupying spaces in public institutions and fighting for the maintenance of the curriculum integration of outreach is to seek a quality educational system that makes access to higher education more democratic and diverse, given that education is a right of all citizens, so that the population understands their rights and seeks their place in the construction of a better Brazil through liberating education.

From this, it was essential to perceive that outreach actions can become spaces for partnership with community care services, contributing to the work of these services, but, above all, enriching the education of students participating in the activities and the outreach workers involved in the outreach project. The outreach workers recognize, however, that the Occupational Therapy curriculum presents a deficit in mandatory curricular training, and that outreach is a way to acquire knowledge and experiences that are often not offered or deepened in undergraduate disciplines.

FINAL CONSIDERATIONS

Given the experiences already presented, Metuia is one of the few projects focused exclusively on social occupational therapy, attracting significant interest from students in this area. Furthermore, it serves as a tool for creating spaces that provide students with experiences beyond the academic environment, engaging them in the creation and planning of practical actions in various sectors of society, such as social assistance and education. During the development of some activities, financial challenges arose in covering the demands. However, this difficulty was overcome through a partnership with the Centro Acadêmico de Terapia Ocupacional (Academic Center of Occupational Therapy). Together, we planned and executed a workshop with this institution, which was responsible for the financial expenses. Ultimately, promoting spaces for strengthening vulnerable populations is essential for achieving radical inclusion and the emancipation of individuals marginalized by society.

ACKNOWLEDGMENTS

We would like to thank the University of Brasília for enabling these actions through PIBEX funding and various research projects via PIBIC. We are grateful to our professors, advisors, and project coordinators, who constantly encourage us to seek

knowledge to better serve the community and to produce knowledge for future generations. Finally, we thank APAE/DF for welcoming us and for collaboratively building knowledge and transformation with us.

REFERENCES

BARROS, Denise Dias; LOPES, Roseli Esquerdo; GALHEIGO, Sandra Maria. Novos espaços, novos sujeitos: a terapia ocupacional no trabalho territorial e comunitário. In: CAVALCANTI, Alessandra; GALVÃO, Cláudia. **Terapia ocupacional**: fundamentação e prática. Rio de Janeiro: Guanabara Koogan, 2007.

GALHEIGO, Sandra Maria. Terapia Ocupacional Social: Uma síntese histórica acerca da constituição de um campo de saber e de prática. In: LOPES, Roseli Esquerdo; MALFITANO, Ana Paula Serrata (orgs.). **Terapia ocupacional social**: desenhos teóricos e contornos práticos. São Carlos: EdUFSCar, 2016. p. 49-68.

LOPES, Roseli Esquerdo *et al.* Relato de Experiência: O Vídeo como elemento comunicativo no trabalho comunitário. **Cadernos de Terapia Ocupacional da UFSCar**, São Carlos, v. 10, n. 1, p. 61-66, jan. 2002. Disponível em: <https://www.cadernosdeterapiaocupacional.ufscar.br/index.php/cadernos/article/view/224/178>. Acesso em: 15 maio 2024

LOPES, Roseli Esquerdo *et al.* Recursos e tecnologias em Terapia Ocupacional Social: ações com jovens pobres na cidade. **Cadernos Brasileiros de Terapia Ocupacional da UFSCar**, São Carlos, v. 22, n. 3, p. 591-602, 2014.

LOPES, Roseli Esquerdo; BORBA, Patrícia de Oliveira. A inclusão radical como diretriz para terapeutas ocupacionais na educação. **Revista Ocupación Humana (En línea)**, Bogotá, v. 22, n. 2, p. 202-227, 2022.

MELO, Késia Maria Maximiano de; MALFITANO, Ana Paula Serrata; LOPES, Roseli Esquerdo. Os marcadores sociais da diferença: contribuições para a terapia ocupacional social. **Cadernos Brasileiros de Terapia Ocupacional**, São Carlos, v. 28, n. 3, p. 1061-1071, 2020.

MORAES, Natália Ávila; SOARES, Elane Chaveiro. Projeto SEMIPEQ e a questão da profissionalidade docente em Química: entre o pensar e o fazer na extensão universitária. **Revista Extensão em Foco**, Palotina, n. 21, p. 30-50, jan./jun.2021.

PAN, Lívia Celegati. Conhecendo a Rede Metuia - Terapia Ocupacional Social: um pouco do Metuia/UFSCar. In: TERAPIA Ocupacional no Sistema Único de Assistência Social. **Blog To.noSUAS**. [S. l.], 8 set. 2021. Disponível em: <https://to-nosuas.blogspot.com/2021/09/conhecendo-rede-metuia-terapia.html>. Acesso em: 13 abr. 2024.

PAN, Livia Celegati; LOPES, Roseli Esquerdo. Políticas de ensino superior e a graduação em Terapia Ocupacional nas Instituições Federais de Ensino Superior no Brasil. **Cadernos de Terapia Ocupacional da UFSCar**, São Carlos, v. 24, n. 3, p. 457-468, 19 mar. 2016. Disponível em: <https://doi.editoracubo.com.br/10.4322/0104-4931.ctoAO0704>. Acesso em: 15 maio 2024.

WANDERLEY, Mariangela Belfiore. Refletindo sobre a noção de exclusão. In: SAWAIA, Bader (org.). **As Artimanhas da Exclusão: Análise Psicossocial e Ética da Desigualdade Social**. Petrópolis: Editora Vozes, 2004. p. 16-26.

Received: May 15, 2024.

Accepted: September 02, 2024