

**ACTION RESEARCH AS AN INTEGRATIVE AND TRANSFORMATIVE
APPROACH TO PRACTICE ORIENTED TO THE STRENGTHENING OF
COLLECTIVE LEARNING WITHIN THE SCOPE OF THE ELECTRONIC
PROCESSING CENTER (CEPRE) OF THE JUDICIARY OF THE STATE OF
ACRE – BRAZIL**



<https://doi.org/10.56238/arev7n3-141>

Submitted on: 02/14/2025

Publication date: 03/14/2025

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ABSTRACT

Action research is an investigative approach that aims to integrate the active participation of those involved in the research process with the transformation of observed practices. The objective of this article is to describe the first participatory cycle of the action research methodology within the scope of the Electronic Processing Center of the Court of Justice of the State of Acre, highlighting the interactions between theory and practice, how the participants were involved in the stages of diagnosis, planning and intervention, seeking to promote improvements in the functioning of the center and strengthen collective learning; and to present as examples the effects arising from the implementation that indicate that, by providing direct and reflective participation, action research favored the development of practical solutions and the construction of new knowledge, aligning theory and action in a collaborative and effective way given the results achieved.

Keywords: Training. Improvement. Jurisdictional provision. Humanization of the Judiciary.

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INTRODUCTION

BRIEF CONSIDERATIONS ABOUT ACTION RESEARCH

Action research is a methodological tool of great application in the social sciences and humanities due to its interrelationship between theory and practice as well as its cyclical and participatory nature.

Of the many possibilities of the origin of the term and procedure, it is common to indicate the German-American psychologist Kurt Lewin (1890-1946) as its precursor. It aligned the action research process as a central and flexible cycle that involves continuous practical application and theoretical reflection. He developed a methodology in which research is done simultaneously with practical action, and its conceptualization was developed in the 1940s: "Action research proceeds in spirals of steps, each composed of a circle of planning, action, and gathering facts about the outcome of the action." (Kurt Lewin, *Action Research and Minority Problems*, 1946)

Action research stood out for the relevance of the active participation of the research subjects for the proper understanding of a phenomenon in the investigative process, thus contradicting the methodology used in traditional research in which the researcher distanced himself from the object to be investigated. From his personal experience, as a Jew during the Second World War, Lewin wondered how they could have passively accepted that experience of oppression and proposed it as an investigative strategy in which they were subjects of research and could directly benefit from the knowledge produced and, in the reflective cycle, via the resolution of their own problems, thus generating learning in the resolution-investigation.

In the years after its arrival in the United States, the methodology began to be used in a cyclical and flexible way, to the North American reality of the excluded classes, obeying the phases of Planning, Action, Observation and Reflection, a cycle in which the integration of theory and practice in various disciplines is evident.

In Brazil, in the 1970s and 80s, action research began to be widely used in projects in various areas, with emphasis on Education, through Paulo Freire (1921-1997); **Orlando Fals Borda (1928-2008)**, a Colombian sociologist, also contributed to the dissemination of knowledge on the subject on Brazilian soil and to the resolution of social and educational problems. With Action Research, it is intended to achieve achievements, effective actions, transformations or changes in the social field, as taught by Thiollent (1947) in his classic work *Methodology of Action Research*, published in 1996, in which he teaches, via

practical script, the conception, organization and its application in areas of education, communication and rural technology.

In the same line of reasoning, Lewin brings in his lessons that there is a need to produce results with significant changes "Research that does not result in action is a futile effort" (*Kurt Lewin, Research and Minority Problems, 1946*).

This is how, from the beginning of the twenty-first century, action research has been consolidated in our country as a methodology in the legal sphere by achieving the defense of human rights, as a strategy for education in human rights, as a methodology for managing projects involving the defense or access to human rights in various areas.

We recognize that action research is a type of investigation, also a key term used to designate, many times, any process that follows the flow of improvement of a practice and at the same time investigates itself about it. Because the change is planned, implemented, described and evaluated in order to improve practice, and this movement results in learning throughout the process, in relation to practice and also in relation to research.

This article is the result of a research that adopted this perspective as a methodology in the Electronic Processing Center, an administrative unit of the Court of Justice of the State of Acre whose functional structure has 85 magistrates, 50 of whom are full judges, 23 substitute judges and 12 judges, as well as the number of 1,676 civil servants, of whom 1,072 are effective. (TJAC, 2024, p.1). The first investigative cycle began in June 2023.

The training process of magistrates and civil servants is regulated, authorized and supervised by the National School for the Training and Improvement of Magistrates (ENFAM, 2013, p. 5-6).

ACTION RESEARCH UNIT: CEPRE – ELECTRONIC PROCESSING CENTER

Established by the Court of Justice of Acre, the Electronic Processing Center (CEPRE) was a pioneering innovation, which was the object of demonstrating the applicability of the Knowledge Without Borders Program, as well as the methodology of Action Research, aiming to improve the procedural and human resources management in the judicial units.

CEPRE worked as a pilot case to help validate the actions, observations and final reflections, allowing the researchers to analyze all the dynamics and adjustments necessary to obtain positive results.

The official delivery of CEPRE took place in the City of Justice of Rio Branco, on July 11, 2022, with the initial incorporation of the collection of the Special Civil Courts of the District of Rio Branco. The migration of judicial processes was done in two ways: via an automated system and manually. In the first month with a collection of approximately 6 thousand cases. After one year, on July 14, 2023, it had 76,479 cases under management, divided between the Civil, Criminal and Special Civil Courts.

The physical restructuring of the work environment led to the creation of a Single Secretariat, resulting in a significant and drastic reduction in the number of occupied rooms and promoting the integration of environments. This physical reorganization allowed the release of areas, which were available to the administration to be reused by other sectors.

According to the General Inspectorate of Justice of Acre (COGER, 2023), CEPRE currently serves 14 courts in the District of Rio Branco, including Civil Courts, Family Courts, Special Civil Courts, Judicial Center for Conflict Resolution (CEJUSC) and Women's Protection Courts, also reaching all civil jurisdiction of 18 counties in the interior, totaling 32 judicial units in the State of Acre.

ACTION RESEARCH – PARETO THEORY – SYSTEMIC VIEW

The adoption of the Pareto Theory in the inaugural diagnosis of the CEPRE Unified Secretariat presents itself in the scope of public management as an innovative approach, when combined with the methodology of Action Research.

The Pareto Theory, initially proposed by the Italian economist Vilfredo Pareto (1848-1923) and later popularized in different fields by authors such as the British Richard Koch (1950), is widely known for the concept that 80% of the effects come from 20% of the causes, an observation that can be applied in various management contexts, allowing the identification of critical points that deserve greater attention to obtain effective results.

Thus, as of February 2023, the daily monitoring of the productivity of the servers and control of the flows began, applying Pareto's Law (80/20 Principle) and, through that analysis-control, it was possible to identify the activities that contributed little to the results. As a result of this action, the Corregedoria-Geral de Justiça, after provocation by the Judicial School of the State of Acre - ESJUD, issued Provision No. 02/2023, dated June 12, 2023. This provision established the parameters of individual and institutional performance of the servers in the context of the Electronic Processing Center – CEPRE.

The implementation of this Pareto Theory, combined with the Action Research

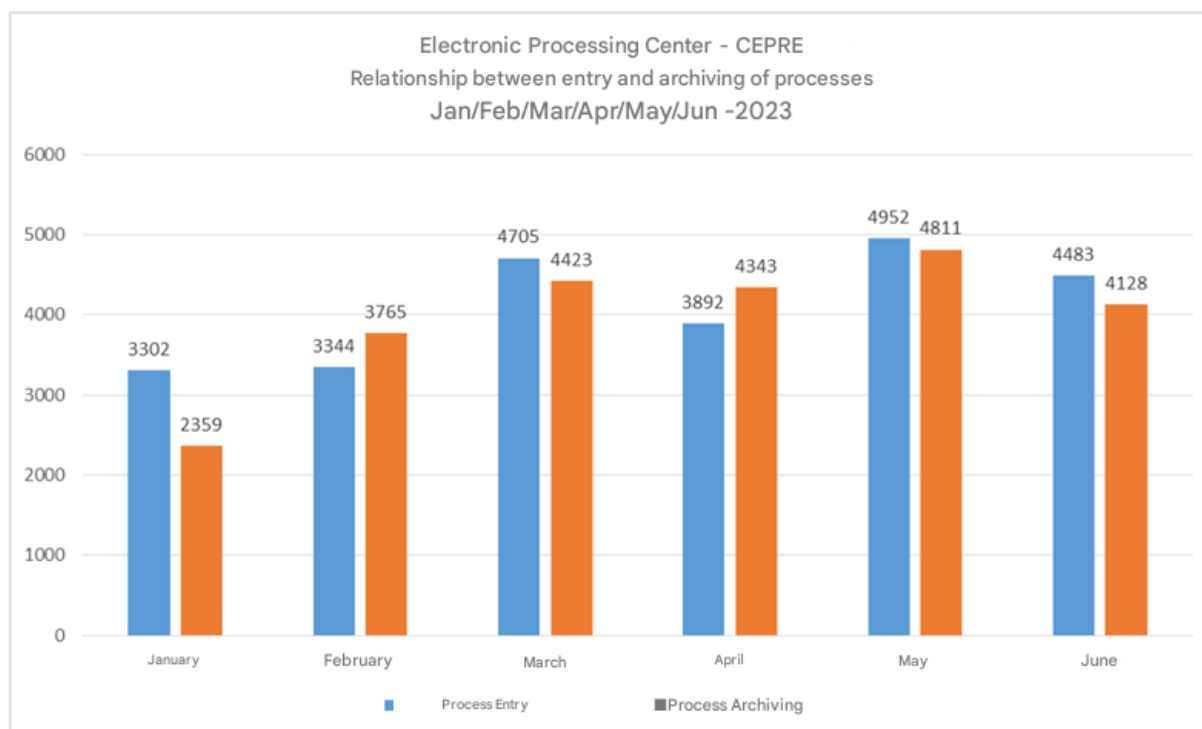
methodology, promoted the constant monitoring of the performance of the entire team, not restricted to base employees, but covering supervisors and directors of the center, thus providing a holistic and collaborative view of institutional performance. Therefore, by applying the Pareto Theory in the diagnosis of the Electronic Processing Center (CEPRE), under the methodology of Action Research, operational efficiency and the use of human resources were optimized. By focusing on optimizing these critical areas, it is possible to redistribute the workforce more efficiently, prioritizing the bottlenecks that significantly impact overall performance with the minimum effort required, providing better results, thus evidencing the success of this approach in public administration.

In action research, the development of the interpretation of information, from the first moment, leaves more time and more cycles to test this information, so each cycle of action research is shorter and the reflection substantiated by the literature takes place in conjunction with the actions that followed the decisions.

ACTION RESEARCH – 1ST CYCLE – PARTICIPATORY – DIAGNOSIS AND PLANNING

In June 2023, the School of the Judiciary of Acre (ESJUD), in partnership with the General Internal Affairs Office of Justice, applying the institutes of transversality and interdisciplinarity, promoted meetings with CEPRE leaders and cabinet directors, in which ENFAM's strategic planning tools and teaching methodologies were applied. These meetings aimed to balance the available workforce, ensuring the equitable treatment of all employees, in accordance with the principles of justice and human dignity.

Figure 1: Relationship between entry and filing of cases – CEPRE (January to June 2023)

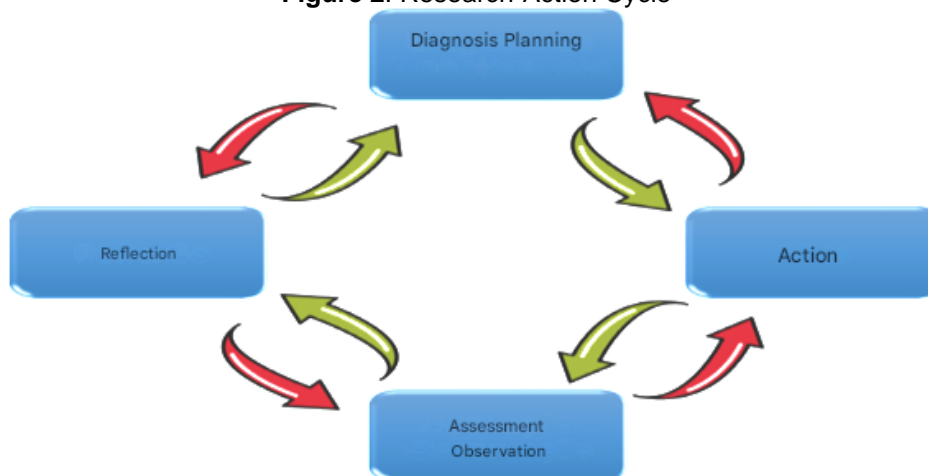


During the process, the strategic analysis tool SWOT (known in Portuguese as SWOT) was used, whose application allowed the identification of strengths, weaknesses, opportunities and threats in the work environment. This approach facilitated the construction of strategic planning based on a careful analysis of internal and external factors that influence daily life, facilitating decision-making based on an organizational structure aligned with institutional objectives.

The alignment of the SWOT matrix (SWOT), a tool for systematic analysis of the internal (strengths and weaknesses) and external (opportunities and threats) environment to Action Research, which is based on participatory cycles of diagnosis, action, evaluation and reflection, resulted in a dynamic approach to strategic development in organizational and educational environments.

Thiollent (2014) teaches that the Planning of an Action Research is very flexible. Unlike other types of research, it does not follow a series of rigidly ordered phases, as shown in figure 2

Figure 2: Research-Action Cycle



In conventional investigation, the researcher must consult a vast literature on the phenomenon studied, at the risk of neglecting potentially important information. In contrast, in action research, the reading is more directed to the specific results of the project in each cycle. The literature review is therefore established on the basis of relevance, and not only on the subject. This process allows adjustments to be made to the research project in response to the dynamism inherent to the research action. This movement, in response to the information that will be chronologically evidenced (review of paths, objectives, strategies or methodologies of action) is not only very important for the participants, but also for future actions (P.Medina & Mendes Júnior, E.S, 2024).

Planning, as a management tool, should be understood as a cyclical, participatory, continuous and practical process. The cyclical nature implies the constant review and updating of goals and strategies, allowing a constant feedback of situations, proposals, results and solutions. This dynamism is based on interdisciplinarity and interactivity, factors that ensure the integration of different knowledge in management decision-making.

From the meeting with the teams involved, after applying the SWOT matrix analysis, the following strategic needs were identified and consolidated for optimizing flows and balancing the workforce:

1st STAGE – Preparation of Manual and/or Booklet: This stage aimed to create didactic and instructive materials to guide internal practices and procedures, ensuring standardization and clarity in the execution of activities.

2nd STAGE - Standardize and Standardize the Models: The standardization of the document and process models aimed to establish a standard of quality and efficiency in administrative and judicial routines.

3rd STAGE - Call Center and Readjustment of Physical Spaces in the Interior: Aimed at the implementation of a call center to improve service to the public and the readjustment of physical spaces in the interior districts, in order to optimize the work environment and make it more accessible and functional.

4th STAGE - Knowledge Without Borders Program: Implementation of a continuous training program, focusing on the training and development of skills of civil servants and magistrates, using innovative and participatory teaching methodologies.

The participatory construction of these solutions, all implemented, involving Internal Affairs, ESJUD, CEPRE and Offices, resulted in a participatory process to optimize workflows, improve execution, compliance with judicial acts, adequacy of spaces in the countryside districts and improve the teaching methodology.

The methodology used to operationalize the objectives just exposed was participatory, under the method of Action Research, as Thiollent (2014, p. 15) clarifies "[...] has a democratizing nature, with the participation or cooperation of the parties involved and sharing the vision of social transformation, and can range from local applications to international reach"; conducted in a participatory manner, led by the magistrate and director of the Judicial School (Esjud), the action took place directly in the process of constitution and systematization of technical data in the establishment of the criteria and organization of the Knowledge without Borders Program, in the sense given by Kemmis and McTaggart (1988): doing action research means planning, observing, acting and reflecting in a more conscious way, more systematic and more rigorous, which we do in our daily experience.

Thus, it constitutes a research method, whose observation is coupled to action, is not limited to research *stricto sensu*, but

[...]it is a type of empirically based social research that is conceived and carried out in close association with an action or with the resolution of a collective problem and in which researchers and participants representing the situation or problem are involved in a cooperative or participatory way (THIOLLENT, 1986, p. 14).

Regarding the theoretical approach, organizational learning was chosen from the perspective developed by Peter Senger (1947), in the work entitled *The Fifth Discipline: Art and Practice of the Learning Organization*, from 1990. The book highlights that organizational learning is a continuous and collective process, fundamental for the adaptation and survival of organizations in an environment of change.

In the work, the author argues that systems thinking is crucial, as it allows the members of the organization to understand the interdependencies and complex dynamics that influence organizational results and, in the case of Esjud, the training of magistrates and civil servants, which directly impact the jurisdictional provision and the achievement of the goals of the National Council of Justice (CNJ).

By adopting a systemic perspective, organizations are able to identify underlying patterns and trends, allowing for a more effective and proactive approach to solving problems and creating sustainable strategies, says Senger (1990), which is what is expected from the Acre Judicial Scale.

In addition, Senger (1990) also emphasizes the importance of a shared vision and team learning as pillars for the construction of a learning organization, a founding aspect of the methodological approach of this research and of the curriculum of the Knowledge without Borders Program. The shared vision provides a sense of purpose and common direction, aligning individual efforts with long-term organizational goals. This creates an environment where innovation can flourish, as team members are engaged and motivated to contribute to a greater goal, an essence that is also found in transversality and interdisciplinarity, which, according to Fazenda (2012) is not a category of knowledge, but of action [...] the basic assumption of interdisciplinarity is communication, and communication involves above all participation.

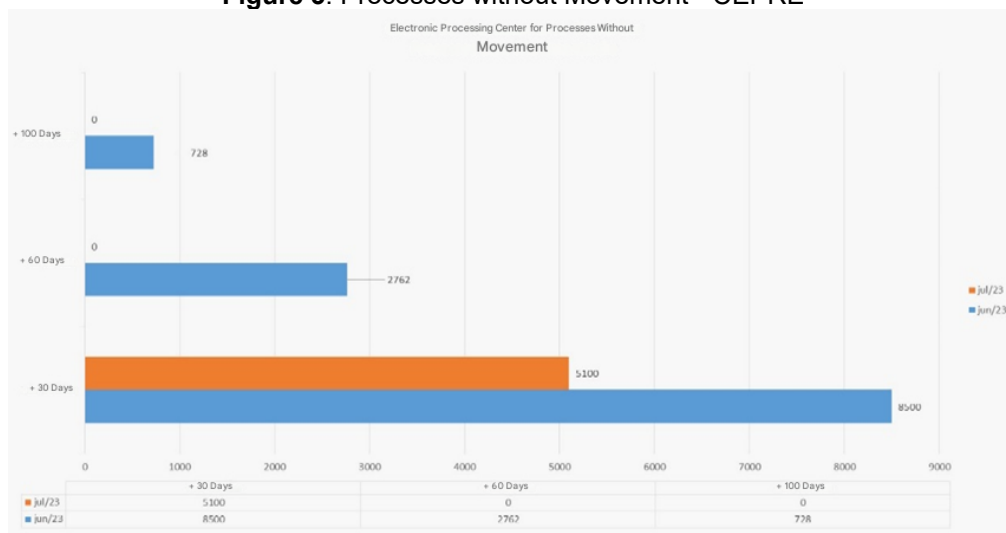
Team learning, in turn, is seen as a process in which group members develop the ability to think and act collectively in a more intelligent and effective way. In this sense, conducting the action research of the Knowledge without Borders Program has the challenges of configuring the true organizational learning that occurs when the team, and not just the individuals, become adept at solving complex problems and generating new ideas. According to Senge (1990), it is this collaborative approach that improves organizational performance and promotes a more cohesive and satisfying work environment for employees.

ACTION RESEARCH – 1ST CYCLE - PARTICIPATORY - ACTION

Before the joint action between the General Inspectorate of Justice and the School of the Judiciary (ESJUD), CEPRE operated with a significant number of paralyzed processes: 728 processes had been stopped for more than 100 days, 2,762 for more than 60 days, and 8,500 cases with more than 30 days of stoppage.

After the meeting between the leaders of CEPRE and the Cabinets, precisely 17 days later, a significant improvement was noted in the management and procedural movement, contributing greatly to the speed and efficiency of judicial acts. Cases for more than 100 days and 60 days were completely eliminated, in addition to a drastic reduction in cases with deadlines longer than 30 days as shown in figure 3

Figure 3: Processes without Movement - CEPRE



Source: BI COGER/TJAC, 2024

The strategic intervention, with the application of coordinated methodologies of the Action Research, promoted a significant improvement in the management and procedural movement, producing the expected results in the stage following the Diagnosis-Planning, a phase in which the Action triggered a significant reduction in the number of processes without movement in CEPRE.

Also, in compliance with the actions determined in the Strategic Planning, an interconnected relationship was established for the standardization and standardization of internal models, as well as a detailed report was sent to the Presidency informing about the need to structure CEPRE's physical spaces in the Judicial Units in the interior of the State of Acre.

In July of that year, another Action of the Strategic Planning-Diagnosis was built, the Knowledge Without Borders Program, Module I, which also strengthened the commitment of the Judiciary to Human Rights and was created to bring the School of the Judiciary closer to magistrates and civil servants, promoting technical and intellectual improvement in various areas, such as mental health, Portuguese language, environmental

responsibility, restorative justice, accessibility, productivity, jurisdiction support systems, indigenous rights, childhood and youth, constitution, ethics and deontology, procedural practice, human rights education methodology, among others. The continuous training of civil servants reflects the Judiciary's commitment to improving internal processes and providing fairer and more dignified service to the demands of society, improving activities, with a focus on professionalism, appreciation and welcoming.

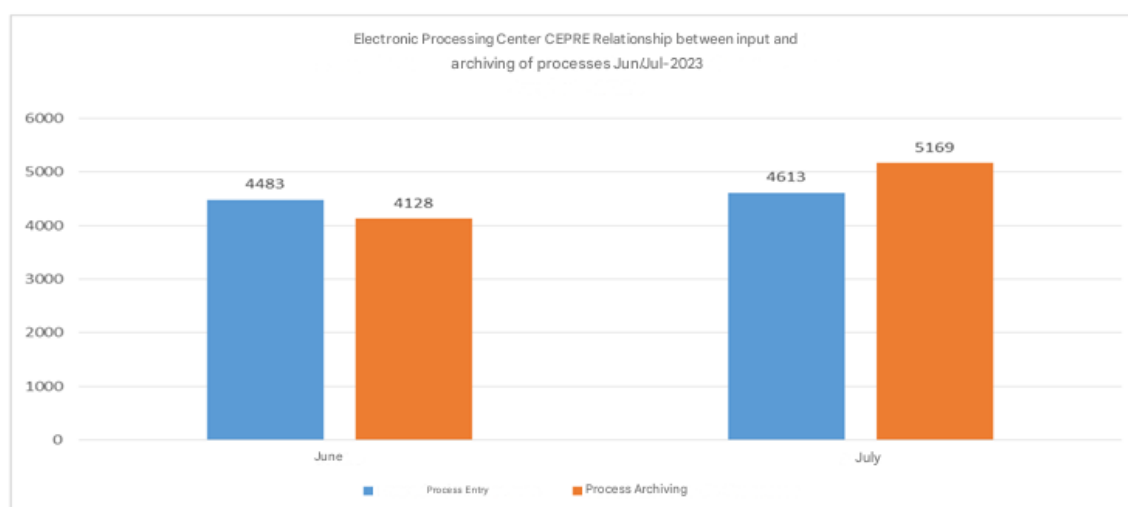
This transformation has not been limited only to the internal efficiency and productivity it has achieved, but stands out for the commitment that everyone, without exception, is served in a fair and dignified manner by the Acre justice system.

In this context, the effectiveness of the planning was presented to the National Council of Justice – CNJ, during the Inspection carried out by the Administrative Body in the Judiciary of Acre, between July 11 and 13, 2023. The exposure to the CNJ validated the practices, as well as demonstrated the strategic planning capacity to consolidate CEPRE as an example of administrative innovation in the Brazilian Judiciary.

ACTION RESEARCH – 1ST CYCLE – PARTICIPATORY – EVALUATION AND OBSERVATION

At the end of July 2023, the positive effects of the methodology used as a strategic tool were on the horizon, reflecting the actions articulated by the CEPRE team with the number of archived cases exceeding those distributed, as shown in figure 4

Figure 4: Relationship between Entry and archiving of processes – CEPRE (June and July 2023)



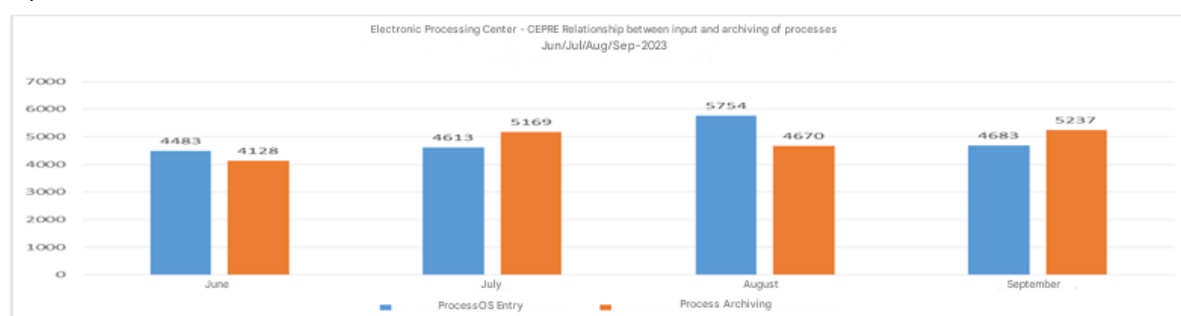
Source: BI COGER/TJAC, 2024.

Despite the momentary reduction of the collection, common sense required waiting for the productivity to be measured at the end of September, through the methodological rigor of evaluation in action research, which is a dialogical, dynamic, analytical, cyclical, flexible and participatory process, consisting of a crucial stage that aims to evaluate and reflect on the development of actions, promoting adjustments and continuous improvements.

ACTION RESEARCH – 1ST CYCLE - PARTICIPATORY - EVALUATION

At the end of September 2023, a new evaluation of the action research was conducted, characterized by a quantitative analysis of the data, which revealed successful results.

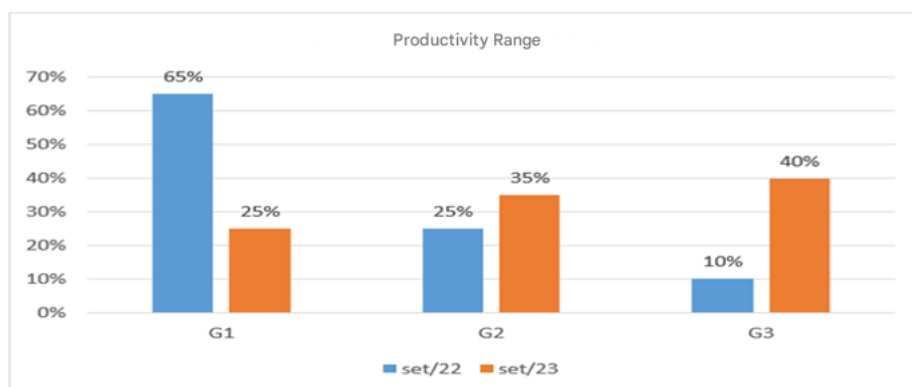
Figure 5: Relationship between entry and filing of processes – CEPRE (June, July, August and September 2023)



Source: BI COGER/TJAC, 2024

From an analysis based on the Pareto Principle, applied comparatively in September 2022 and 2023, and given the flexibility of the methodology used, the need to recalibrate one of the ongoing qualitative actions, figures 6 and 7, was identified, in order to optimize the distribution of demands and ensure greater efficiency in the overall performance of the team.

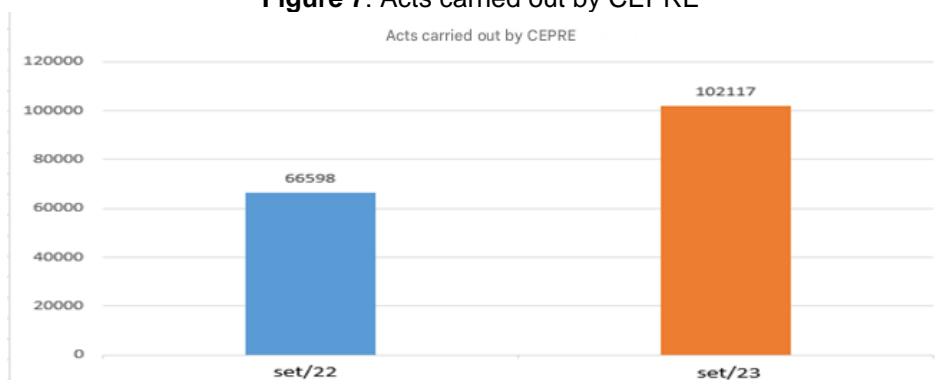
Figure 6: Productivity Range - CEPRE



G1- from 0 to 499 acts;
G2 - from 500 to 999 acts;
G3 - over 1000 acts.

Source: BI COGER/TJAC, 2024

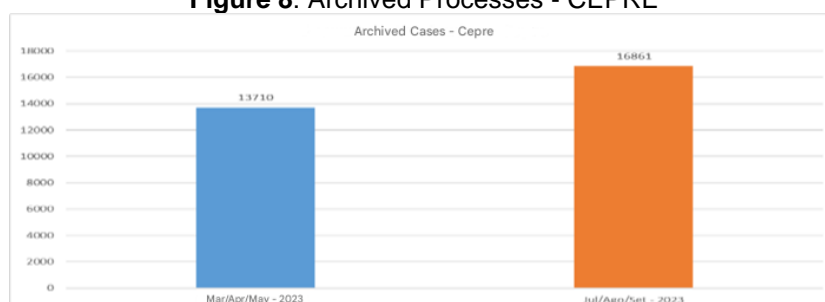
Figure 7: Acts carried out by CEPRE



Source: BI COGER/TJAC, 2024

The quantitative evaluation methodology adopted also consisted of a comparative analysis between the three months preceding the Action Research Diagnosis and the subsequent three months, with the objective of identifying trends, variations and impacts resulting from the interventions applied during the study period.

Figure 8: Archived Processes - CEPRE



Source: BI COGER/TJAC, 2024

ACTION RESEARCH – 1ST CYCLE – PARTICIPATORY – EVALUATION – FLEXIBILITY – ACTION

Considering the flexibility inherent to the methodology applied, the need to carry out the qualitative course correction in one of the actions in execution was identified. It was evident to establish the effective execution of one of the actions of the Strategic Planning, that is, Module I of the **Saber Sem Fronteiras** Program so that its completion occurred within the stipulated deadline of service until the month of October 2023 to all Judicial Units.

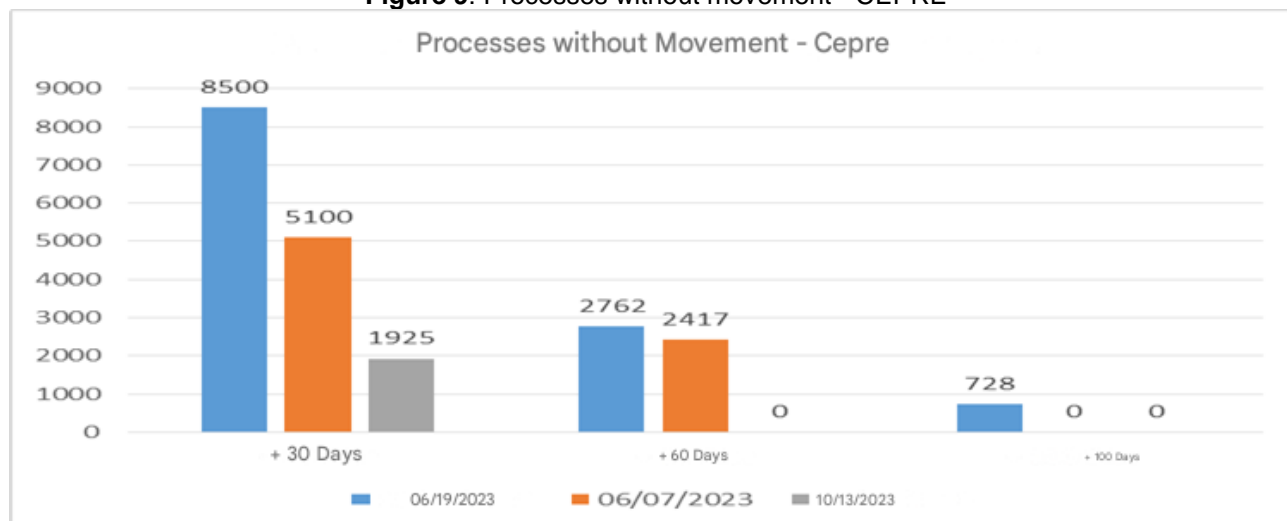
Accordingly, in October, as established by NOTICE No. 59/2023, the "Workshop for the Improvement of Notary Procedures: Civil, Criminal and Courts" was promoted, organized by ESJUD, in the universe of activities of the Knowledge without Borders Program, representing a strategic milestone in strengthening the technical skills of civil servants, both in civil and criminal notary matters, as well as in demands from the Courts.

The realization of the educational event, in hybrid mode, allowed greater accessibility, attracting significantly more participants than initially planned. There was a considerable number of interested persons, so that more than 90 persons attended the meeting. By ensuring that the servers were endowed with advanced technical-legal knowledge, the workshop directly contributed to the improvement of workflows and, consequently, to the provision of higher quality jurisdiction.

Thus, the initiative of the Teaching Body, in realigning the action of the Research-Action, aimed not only at the development of specific skills of the servers in the use of electronic systems and judicial tools, it also reinforces the understanding of the essential role they play in the efficiency and speed of the administration of justice, in addition to successfully replacing the first stage of the Strategic Planning.

In view of the high participation and positive impact of the training, on October 13, at the end of the Improvement Workshop, a new survey of quantitative data revealed a significant reduction in the number of processes without movement, as shown in figure 9.

Figure 9: Processes without movement - CEPRE



Source: BI COGER/TJAC, 2024

This result highlights and highlights the positive impact of participatory interventions and suggests a direct correlation between the implemented training actions and the optimization of procedural flows, thus proving the principles of action research.

On October 16, with the participation of members of the Administration of the Court of Justice, the School of the Judiciary of Acre began the face-to-face meeting of the educational action entitled "Didactic Elements Guiding Teaching Practice: Building the Course Plan". This event, accredited by the National School for the Training and Improvement of Magistrates, is part of the Training of Trainers category, level 1, module 2, and was held in the auditorium of the Palace of Justice. On the occasion, diagnoses prepared by the civil servants were presented, which contained suggestions for training courses aimed at the teams of the administrative bodies. In addition, the boards presented their respective demands, contributing to the formulation of educational strategies more aligned with institutional needs, aligning with the principles of the learning organization, by Peter Sange (2013).

Continuing the events held in October, on the 19th, ESJUD held an expository, dialogued and interactive lecture between the speaker and the participants. The lecture entitled "Electronic Processing Center: A Humanistic Vision", sought to evaluate in a participatory way the evolution of the strategic planning executed in that Agency and provide a more humanized and collaborative vision; with the participants of the Internal Affairs Officers of several Public Institutions of the State of Acre, including the Public Prosecutor's Office, the State Attorney's Office, the OAB, the Public Defender's Office, the Police and others. The external view contributes to the identification of gaps, weaknesses,

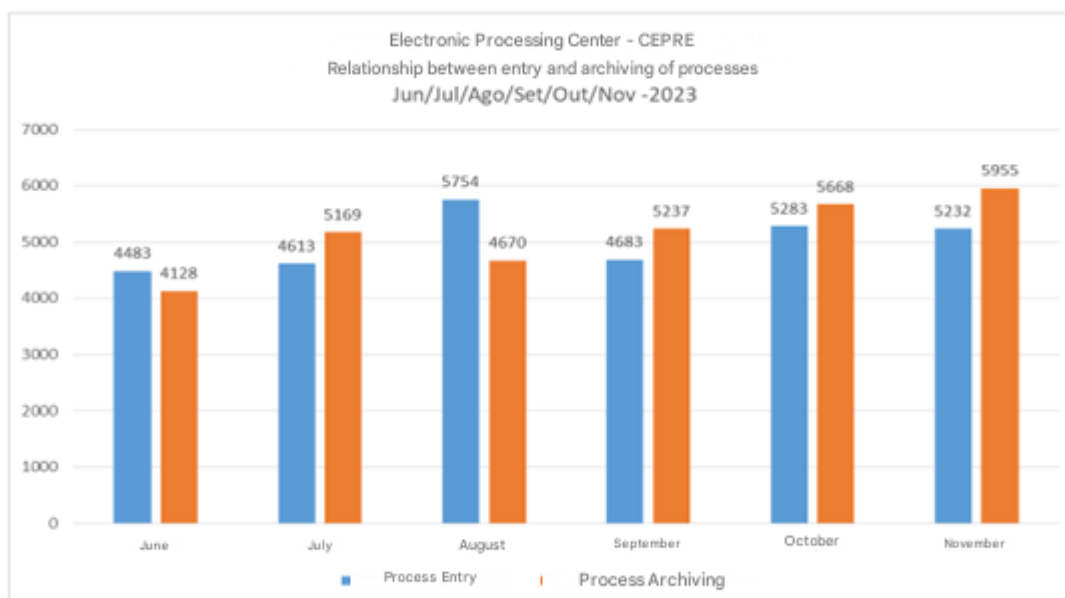
opportunities for improvement and the validation of the efficiency of the strategies adopted, giving the internal evaluation process greater transparency and credibility.

At the end of the same month, all Judicial Units in the State of Acre were offered Module I, of Knowledge Without Borders, and Module II was launched, with a primary focus on the training of magistrates and civil servants focused on Humanized Management and Planning.

ACTION RESEARCH – 1ST CYCLE - PARTICIPATORY - EVALUATION

CEPRE, in November 2023, with the centralization of Humanized Management and Planning, improves internal processes, and, in its evaluation process of the research-Action cycle, strengthens jurisdictional provision, guaranteeing all citizens a quick and accessible justice, achieving one of the purposes of human rights.

Figure 10: Relationship between entry and filing of cases – CEPRE (June, July, August, September, October and November 2023)



Source: BI COGER/TJAC, 2024

To conclude the year 2023, the Electronic Processing Center (CEPRE) managed to archive 9,563 processes in December, thus reducing the collection to 66,696, thus demonstrating its ability to manage large volumes of work, without compromising quality and respect for the rights of those involved. These results were recognized and awarded by the National Council of Justice, with the "Ethical Internal Affairs Award", in the category "Good Practices – Strategic Guideline No. 7, Predatory Litigation", during the 8th National

Forum of Internal Affairs (FONACOR). The evaluation criteria considered efficiency, transparency, innovation, speed and improvement of activities.

The evaluation results are not limited to the internal efficiency and productivity it has achieved, but stands out for its reinforced commitment to human rights, ensuring that everyone, without exception, is served in a fair and dignified manner by the Acre justice system.

ACTION RESEARCH – 1ST CYCLE - PARTICIPATORY - REFLECTION

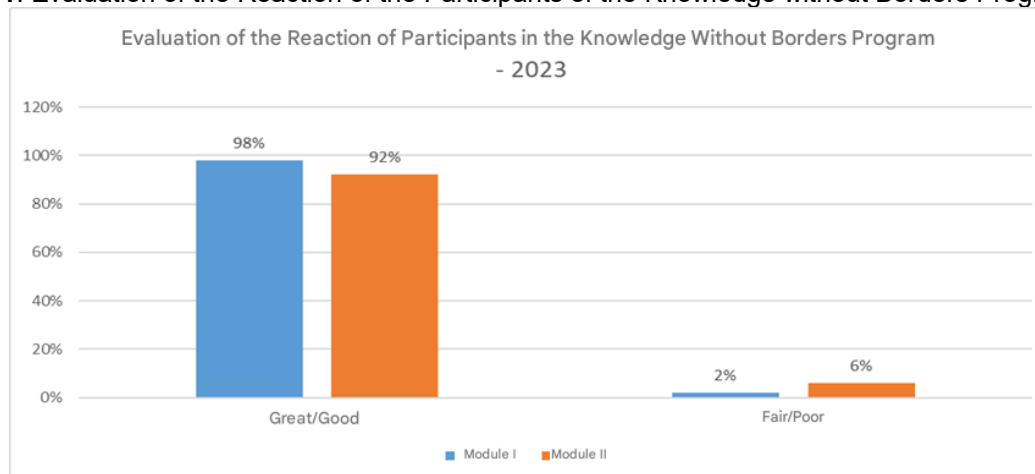
Once all the stages of Action Research have been completed in a participatory manner, the moment of reflection has been reached, where it allows the researcher to maintain a self-critical posture, capable of identifying personal, institutional and social influences that shape the development of the research.

The Action Research cycle, with beginning and end, has the year 2023 as a parameter, and brings as its first necessary delimiter, that is, the functional structure of CEPRE, according to Resolution No. 68 of COJUS, which is formed by 01 superintendent judge, 01 judge of law as director, 01 technical advisor, 03 nuclei, where process supervisors and servers work. There are 113 servers, 29 of whom are teleworking and 84 working in person.

The second step of analysis was how the evolution occurred between Diagnosis and Planning, Action, Evaluation, and all the actors involved in the construction of solutions and methodological strategies used to face the challenges.

Objectively, the reactions of the participants (figure 11) work as a catalyst for the researcher, who must have an open and flexible posture, as well as be prepared to constantly revisit and reconsider the investigative process, allowing continuous adjustments and ensuring that the cycle remains responsive and participatory, contributing to the quality and relevance of the final results.

Figure 11: Evaluation of the Reaction of the Participants of the Knowledge without Borders Program - 2023



In all trainings, the reaction evaluation was applied. The reaction evaluation is intended to improve the pedagogical process, allowing it to be perceived as an ally of the process of training and improvement of the magistrate as an instrument to guide and assist in the effectiveness of future educational actions and, mainly, to be understood as a process linked to the goals established with regard to the intended objectives, desirable learning, to the quality and effectiveness of the courses.

Thus, from the record of the satisfaction/dissatisfaction or opinion/suggestion of the students, it is possible to link their reaction with the effectiveness of the educational action, working on the weaknesses to achieve the desired goals. The aspects analyzed during the reaction evaluation were:

Regarding the Course Coordination: Dissemination of the event; Organization and monitoring of the event; Punctuality and service and Infrastructure Conditions.

Regarding the Training of the Course: Quality and adequacy of the material made available; Objective of the course compatible with the activities in professional practice; Syllabus development with clarity and coherence with the proposed objective; Topics taught collaborate for professional improvement; Workload for the development of the event;

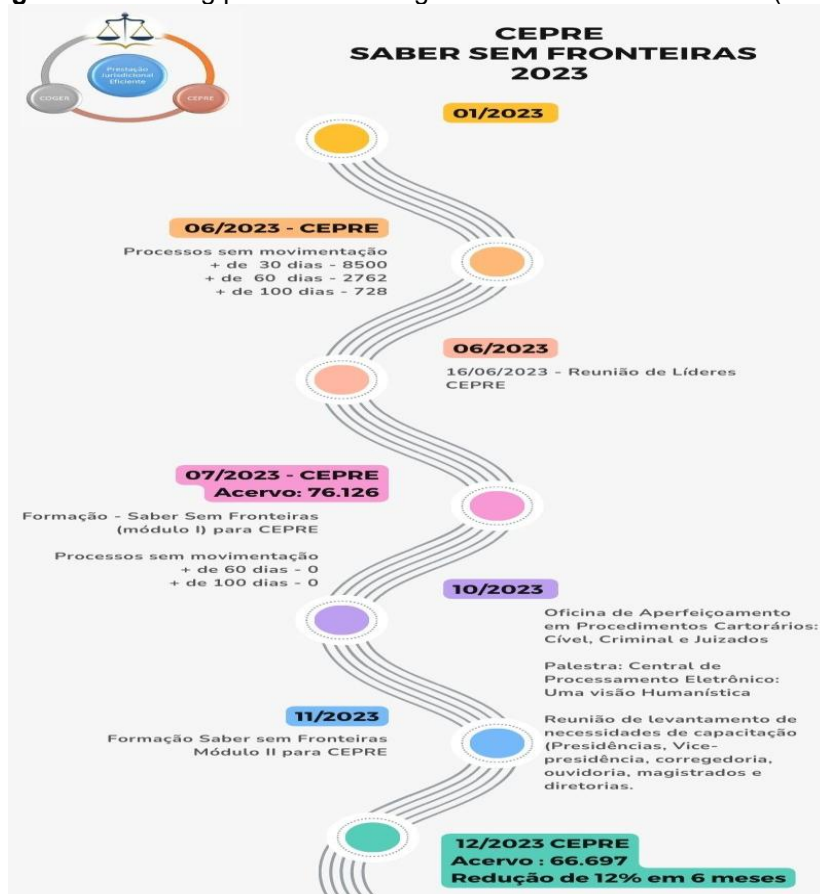
As for the Trainer: Mastery of the content covered in the course; Communication skills; Methodological procedures; Coherence between content and assessment; Administration of the workload in the development of the themes; The student has an open question, where they can send their impressions. The student can evaluate each aspect from the scale: Excellent, Good, Regular, Poor and Not applicable. The tabulation of the data was grouped as an optimal level, excellent results, and as a good level, greater than

or equal to 80%. Another important indicator is dropout, which is desirable to be, in each training, less than 25% meeting the national goal of the Brazilian Association of Distance Education – ABED, which is 31% for government courses in the distance learning modality.

Internally, Acrean judiciary via the Judicial School, the training courses are classified according to the macro challenges of the CNJ, presence or absence of learning assessment and use of active methodologies. At the end, a report of the action is issued. The curricular and pedagogical track applied at CEPRE made it possible for the goals to be monitored and adjusted in real time, as it is a precise example of the methodological effectiveness of Action Research, therefore, always obedient to the necessary steps of Diagnosis, Action, Evaluation and Reflection.

Systems thinking (also shows that small, well-focused attitudes can produce significant and lasting improvements, as long as they act in the right place, as Peter Senge (2013) teaches. Figure 12 shows the training path of the Knowledge without Borders Program

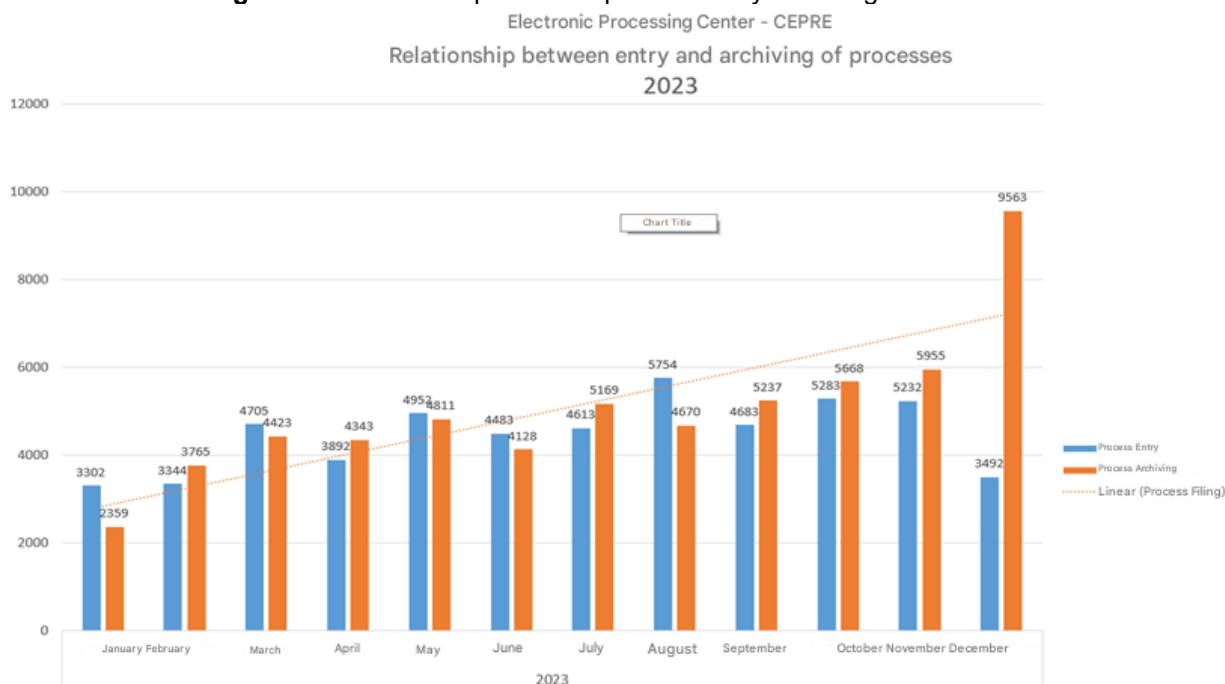
Figure 12: Training path of Knowledge without Borders at CEPRE (2023)



Source: MENDES JÚNIOR, Elcio. Report: Knowledge without Borders..., Palmas-TO, 2024

Richard Koch teaches that, in obedience to the Pareto Principle, regarding the 80-20 Analysis, a quantitative method to establish the precise relationship between causes-resources-efforts and results, which remains demonstrated from the comparison of the relationship of entry and filing of the process, an aspect met as seen in figure 13

Figure 13: Relationship between process entry and filing – CEPRE 2023



The Action Research, when fully applied and culminating in the Reflection phase, clearly and unequivocally demonstrated the need for attention to the physical and mental health of civil servants and magistrates. This aspect is fundamental, in the qualitative scope, considering the emotional overload and the wear and tear inherent to the jurisdictional provision. The 80-20 Thought is perfectly applicable in qualitative analysis, as it aims to understand the relevant causes in our lives, which serve as a guide for relocating our efforts to face challenges.

No less important aspect, it refers to Human Rights in the management of judicial units, ensuring a working environment that respects the dignity of workers, promotes equity and guarantees adequate working conditions.

Finally, another element that emerged in the reflection was the importance of Human Rights in the training of trainers, that is, the training of those who will be responsible for instructing and guiding civil servants and magistrates. The incorporation of a Human Rights perspective in the continuing education of Judiciary professionals is

indispensable for institutional practices to be in accordance with the ethical and social commitments inherent to the public service.

These findings reinforce the importance of institutional policies that prioritize the well-being of professionals, while ensuring the dissemination of a culture of Human Rights at all levels of the organization.

FINAL CONSIDERATIONS

This study described the first participatory cycle of the action research methodology within the scope of the Electronic Processing Center of the Court of Justice of the State of Acre, highlighting the interactions between theory and practice, how the participants were involved in the stages of diagnosis, planning and intervention, seeking to promote improvements in the functioning of the center and strengthen collective learning confirming the integrative interrelation of Theory and Practice in Action Research.

Participatory practice fed the theory, providing data and empirical insights, while cyclical theory guided the practice, offering a conceptual framework for action and intervention whose results confirmed the effectiveness of the methodology

The participatory cycle was fully concluded in a first phase by applying the stages that, in the context of the research, were called: Diagnosis and Planning, Action, Observation and Evaluation, and, finally, Reflection. As a result, this junction of the participatory cycle generated a process of constant learning and structural improvement, intertwining scientific research with the practical result that in this study had repercussions on the reduction of the response time of processes, reduction of collection, improvement of training offers, diversification of the training offer, reorganization of physical environments and infrastructure with the availability of spaces for the Court to allocate to other activities, increased productivity with maintenance of human resources.

It was proven that the methodology of action research confirmed the theoretical basis proposed by Peter Sange, as it resulted in an organizational unit that learned and is now perceived to be made up of collaborators with a growth mindset and greater capacity to create the results they desire and oriented to the strategic dimension of the Court of Acre.

In this context, dialectics supports the integration between opposite poles — theory and practice — promoting the construction of critical and transformative knowledge.

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