

Original article

The life and work of professor Ángel Luis Gómez Cardoso, a legacy for the future





La vida y obra del profesor Ángel Luis Gómez Cardoso, un legado para el futuro

A vida e a obra do professor Ángel Luis Gómez Cardoso, um legado para o futuro

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ABSTRACT

Professor Ángel Luis Gómez Cardoso stands out in the educational and cultural spheres of Cuba, and Camagüey in particular. His career has a significant impact on the education of new generations. For this reason, this study was conducted to analyze the life and work of Professor Gómez Cardoso, as well as to assess his legacy in the current and future educational context. The research is based on a qualitative approach, utilizing data collection techniques such as interviews with colleagues and students, review of academic documents, and analysis of publications. A chronological overview of his biography was conducted, focusing on his pedagogical contributions and influence in various

educational institutions. The findings reveal that Professor Gómez Cardoso is a pioneer in the implementation of innovative methodologies that promote active learning. His commitment to inclusive education and his ability to inspire others are evident in the appreciative testimonies of his former students and his collaborations with national and international institutions. In general terms, the life and work of Professor Ángel Luis Gómez Cardoso constitute an example to follow in the field of education. His legacy endures not only in his academic contributions but also in the formation of critical and committed citizens. This study highlights the importance of preserving and promoting his educational approach, which remains relevant today and promises to influence future generations.

Keywords: special education; legacy; teacher; life and work.

RESUMEN

La figura del profesor Ángel Luis Gómez Cardoso se destaca en el ámbito educativo y cultural cubano y camagüeyano en particular. Su trayectoria tiene un impacto significativo en la formación de las nuevas generaciones. Por tal motivo se realizó el presente estudio con el objetivo analizar la vida y obra del profesor Gómez Cardoso, así como valorar su legado en el contexto educativo actual y futuro. La investigación se basa en un enfoque cualitativo, que utiliza técnicas de recolección de datos como entrevistas a colegas y estudiantes, revisión de documentos académicos y análisis de publicaciones. Se realizó un recorrido cronológico por su biografía, enfocándose en sus aportes pedagógicos y su influencia en diversas instituciones educativas. Los hallazgos revelan que el profesor Gómez Cardoso es pionero en la implementación de metodologías innovadoras que promueven el aprendizaje activo. Su compromiso con la educación inclusiva y su capacidad para inspirar a otros se evidencian en testimonios valorativos de sus exalumnos y colaboraciones con instituciones nacionales e internacionales. En términos generales, la vida y obra del profesor Ángel Luis Gómez Cardoso constituyen un ejemplo a seguir en el ámbito educativo. Su legado no solo perdura en sus contribuciones académicas, sino también en la formación de ciudadanos críticos y comprometidos. Este estudio resalta la importancia de preservar y promover su enfoque educativo, que sigue siendo relevante en la actualidad y promete influir en las futuras generaciones.

Palabras clave: educación especial; legado; profesor; vida y obra.

RESUMO

O Professor Ángel Luis Gómez Cardoso é uma figura de destaque nos âmbitos educacional e cultural cubano e camagueyano. Sua trajetória tem um impacto significativo na educação das novas gerações. Por isso, este estudo foi realizado para analisar a vida e a obra do Professor Gómez Cardoso, bem como avaliar seu legado no contexto educacional atual e futuro. A pesquisa baseia-se em uma abordagem qualitativa, utilizando técnicas de coleta de dados como entrevistas com colegas e alunos, revisão de documentos acadêmicos e análise de publicações. Foi realizada uma revisão cronológica de sua biografia, com foco em suas contribuições pedagógicas e influência em diversas instituições educacionais. Os resultados revelam que o Professor Gómez Cardoso é um pioneiro na implementação de metodologias inovadoras que promovem a aprendizagem ativa. Seu compromisso com a educação inclusiva e sua capacidade de inspirar outras pessoas são evidentes nos depoimentos agradecidos de seus ex-alunos e em suas colaborações com instituições nacionais e internacionais. Em termos gerais, a vida e a obra do Professor Ángel Luis Gómez Cardoso constituem um exemplo a ser seguido no campo da educação. Seu legado perdura não apenas em suas contribuições acadêmicas, mas também na formação de cidadãos críticos e comprometidos. Este estudo destaca a importância de preservar e promover sua abordagem educacional, que permanece relevante hoje e promete influenciar as gerações futuras.

Palavras-chave: educação especial; legado; professor; vida e obra.

INTRODUCTION

Education is one of the most powerful forces driving a country's social, cultural, and economic development. Throughout history, numerous figures have left an indelible mark on the academic field, shaping not only existing knowledge but also the future prospects of entire generations of students (Mocoso et al., 2022).

In this context, analyzing the life and work of a distinguished professor becomes a fundamental exercise for understanding not only their individual impact but also the legacy their contributions can offer to the academic community and society at large. To this end, it is pertinent to address the career of one of these exceptional educators, who often transcend the boundaries of their disciplines and become indispensable role models (Azal et al., 2019).

This type of study allows us to uncover the personal and professional context that has shaped the thinking and educational methodologies of distinguished educators. The experiences they have lived, the adversities they have overcome, and the passions that drive their vocation are aspects that enrich their profile and, when shared, can motivate and inspire other educators and students. Furthermore, understanding their origins and the influences that led them to become leaders in their field facilitates a deeper connection with their work and makes their message resonate more meaningfully among those who yearn to follow in their footsteps (Oliva et al., 2022).

Similarly, the career of an illustrious educator often encompasses a broad range of contributions that go beyond traditional teaching. These innovative educators often dedicate themselves to research, publishing books and scholarly articles, and actively participating in conferences and debates that address highly relevant topics today. Through their contributions, they offer new approaches, theories, and ideas that can revolutionize the way a subject is approached. Disseminating their work allows the academic community not only to recognize the value of their contributions but also to reflect on how these can be applied or adapted in different educational contexts (Moscoso & Pesantez, 2022; Oliva et al., 2022).

Another relevant dimension in the study of a distinguished professional in the educational field is their ability to impact the development of new generations. Many of these educators have mentored numerous students, who in turn carry forward the legacy of their teachings and values. Studying their influence on students reveals how the ideas and approaches promoted by the professor have been implemented in various areas, generating a multiplier effect on society. This interconnection between education and social transformation underscores the importance of preserving and sharing the stories of these educators who have made a difference in the lives of many (Cruz, 2021).

Furthermore, in a constantly changing world, academic institutions are challenged to adapt to new realities and demands. The life and work of distinguished professors can provide models of innovation and resilience in educational practice. Analyzing their trajectories gives us the opportunity to learn valuable lessons on how to confront difficulties and remain relevant in a constantly evolving environment. The strategies these leaders have developed throughout their careers can serve as a guide for contemporary educators seeking to create more inclusive, dynamic, and effective learning environments (Barrios, 2021).

Likewise, the dissemination of knowledge stemming from studies dedicated to addressing the lasting impact of exceptional teachers fosters a sense of academic community. Sharing achievements, challenges, and contributions creates a space for dialogue and collaboration among colleagues, students, and other institutions. Such exchange fosters a culture of recognition and appreciation for the work done by educators, who are often the driving force behind countless academic and professional achievements. This recognition, in addition to being well-deserved, results in a reinforcement of the collective academic identity that benefits everyone (Santiesteban, 2021).

Finally, studying the achievements of exceptional teachers also contributes to enriching the history of education itself. Each educator represents a chapter in the vast narrative of a society's academic and cultural development. Documenting and analyzing their contributions creates a record that not only honors their legacy but also provides an invaluable resource for future educational research and scholarship. This historical preservation ensures that the teachings and principles these teachers embodied are not lost to time but continue to serve as a reference for new generations of educators and students (Pérez & Rivera, 2021; Lotito, 2022).

In conclusion, studying the life and work of an outstanding professor is not simply a matter of personal homage; it is an imperative in the pursuit of a deeper understanding of educational processes and their vital role in society. The contributions of these educators resonate beyond their classrooms and become beacons of inspiration and change. Through reflection on their lives and legacies, we can discover the keys that shape a quality education, oriented toward the comprehensive development of students and, ultimately, toward building a better future. In relation to the above, we propose to present the life and work of Professor Ángel Luis Gómez Cardoso as a legacy for the future.

MATERIALS AND METHODS

A qualitative, cross-sectional, biographical, and descriptive research study was conducted by the Association of Pedagogues of Cuba, Camagüey Branch, from January to December 2024. The study involved a total of 30 participants, who were interviewed and surveyed, as well as those who gave their testimonies. The individual and collective experiences of PhD. Ángel Luis Gómez Cardoso were explored through the analysis and transcription of the data obtained using the following methods and techniques:

Documentary analysis: It was used to review specialized documents related to the process of identifying, systematizing, and disseminating the life and pedagogical work of Cuban educators of the 20th and 21st centuries. It also enabled the characterization of the historical, social, and educational context in which the personality under study developed, which made it possible to establish the chronology and periodization of his life and scientific and pedagogical work.

The analysis and synthesis: The focus was on reviewing specialized bibliography related to the process of identifying, systematizing, and disseminating the life and pedagogical work of Cuban educators from the 20th and 21st centuries. It focused specifically on the study of the life and scientific and pedagogical work of this eminent professor, covering the period 1974-2025 in Cuban education.

The historical-logical: It was developed with the purpose of characterizing the historical-social and educational context in which the scientific-pedagogical work of the aforementioned PhD. takes place, in the context of education from 1974 to 2025.

Systematization: It was taken into account for the determination of the theoretical-methodological references that support the study of the scientific-pedagogical work of PhD. Gómez Cardoso and the periodization of the most relevant aspects of his work.

The interview: Directed at professors who influenced his teacher training, students, and administrators who have interacted with the distinguished professor. The main objective was to investigate the views held regarding the aforementioned professor's life and scientific and pedagogical work.

The survey: Administered to teachers who influenced their development as teachers, students, administrators, and colleagues who interacted with the teacher under investigation. The purpose included the search for criteria related to the life and scientific and pedagogical work of the aforementioned teacher.

The Testimonials: Collected from people who knew and interacted with PhD. Ángel Luis Gómez Cardoso with the intention of delving into the criteria held regarding his life and scientific-pedagogical work.

Theoretical contribution: This consists of a systematization and generalization that reveal the dimension, scope, and significance of the theoretical, methodological, and practical aspects present

in the distinguished professor's work. This demonstrates an advanced pedagogical conception, developing teaching in favor of Cuban educational thought with particular emphasis on Special Education, Physical Culture, and Health.

The Practical significance: It lies in placing in the hands of teachers in training and in practice a historical study of the scientific and pedagogical contribution of the notable professor. To do so, it must be based on the chronology of his life and scientific and pedagogical work, so as to allow the assessment of his ideas and their scope in teaching current pedagogical theory and practice. This makes it possible to guide motivation and dignify the professional role of the educator, which contributes to the improvement of Cuban pedagogical theory.

Scientific innovation: This enriches existing knowledge of the scientific and pedagogical work of PhD. Ángel Luis Gómez Cardoso through a periodization that facilitates social recognition in the study of educators in the 20th and 21st centuries. This contributes to systematizing the role of historical and pedagogical research in enriching Cuban pedagogy, which finds its greatest expression in the contexts of Special Education, Physical Culture, and Health.

The research was presented and approved by the Scientific Council of the Association of Cuban Pedagogues, Camagüey Branch, at a session on December 20, 2023, under agreement number 16. It was also accepted by the Scientific Council and the Ethics Committee of the General Directorate of Education of Camagüey. The confidentiality of the information was maintained, and it was accessible only to the researchers.

RESULTS

References and importance of studying the work of professor Ángel Luis Gómez Cardoso

Studying the historical-pedagogical process, in relation to the systematization of the contributions of the country's representative figures in teaching and its significance in professional training, is a necessity for pedagogy.

The main shortcomings are evident in the theoretical and epistemic constructions regarding research on the work of distinguished pedagogical figures. Restricted efforts are made regarding the dissemination of the contributions of renowned professors in vocational training. In this regard, insufficient use is made of the potential offered by the Third Improvement of the National Education

System of the Republic of Cuba to address the theoretical problems of pedagogy developed in the country.

In a search for the problems in the province of Camagüey, no research references were found on prominent educators of the 20th and 21st centuries in doctoral theses. Therefore, the process of identifying, systematizing, and disseminating the life and work of teachers, such as Ángel Luis Gómez Cardoso, is essential.

In this regard, there are clear gaps in the study of the pedagogical work of PhD. Ángel Luis Gómez Cardoso. His pedagogical work has made an indisputable contribution to the development of the training of professionals in education, physical culture, and health, so historical-pedagogical procedures are needed to study his work and disseminate his contributions.

These contributions are of great significance for the historiographical study of outstanding educators, employing methodological procedures, mostly descriptive, without finding a well-argued basis in them that would allow for a deeper interpretation of their contributions to pedagogical work as such.

Biographical summary and academic life

Florida is a Cuban municipality located in the central region of Cuba, approximately 20 kilometers southwest of the city of Camagüey. Surrounded by rural landscapes and a rich cultural tradition, it is known for its warmth and hospitality. This has been the birthplace of important figures, including the distinguished professor Ángel Luis Gómez Cardoso, on May 31, 1953 (Figure 1).

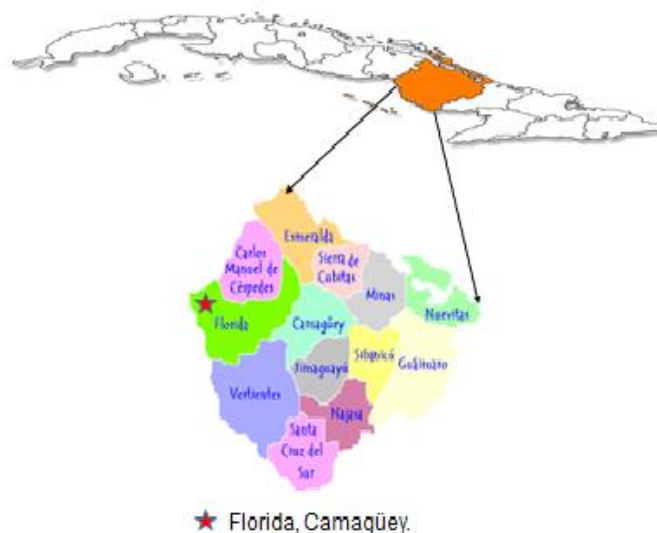


Figure 1. Map of Cuba showing the province of Camagüey, and specifically the municipality of Florida

Ángel Luis is the youngest of three children born to Guillermo Gómez Yero and Idelfonsa Cardoso del Valle (Figure 2). He grew up in a working-class environment, which shaped his affable and modest character. His humble nature makes him a friendly and accessible educator for his students, who find him a pillar of support. With a deep sense of responsibility and humanity, he fosters empathy and respect, creating an inclusive learning environment where every student feels valued and motivated to reach their full potential.

He completed his primary education in his hometown, and after finishing sixth grade, he enrolled in the Primary Teacher Training School located on the La Larga farm. He completed the first three years of his specialty there before completing his studies at the Enrique José Varona Teacher Training School in Camagüey.

At all educational levels, he stood out as a good student and was involved in student and youth organizations, where he held various positions. Upon completing his primary school teaching degree in 1974, he was selected as one of the five best students in his class, earning him a teaching position at the "Enrique José Varona" Annex School, a provincial reference center.



Figure 2. Photograph of professor Ángel Luis Gómez Cardoso

After graduating, he continued as a sixth-grade teacher in the humanities and served as head of the Grade School for that specialty. In 1978, he received training at the Fulgencio Oroz National School for Cadres in Havana. He then began to serve as a leader in various institutions. From 1978 to 1980, he was appointed director of the Antonio Maceo Unified Primary and Secondary School in the

municipality of Florida. In 1981, due to the needs of the Ministry of Education, he became deputy director of the School for School Sports Initiation.

Between 1981 and 1983, he served on an international mission in Nicaragua as Brigade Chief, with duties similar to those of a provincial director. During this period, he worked as a speech therapy advisor in the region he administratively directed, where he led workshops and seminars that fostered the development of Nicaraguan teachers' culture and the development of emerging specialist training in this field. He was responsible for training primary school teachers serving children with disabilities in topics related to the phonic-analytic-synthetic method.

In addition, from 1983 to 1988, he worked as a school inspector in the municipality of Camagüey, focusing on speech therapy work there. That same year, the Provincial Education Directorate assigned him the position of methodologist for school organization in special education. Due to the needs of the organization, he was also appointed director of the Camagüey Provincial Diagnostic and Guidance Center, where he remained until 1994. He then returned to the Provincial Education Directorate for further training, and based on his progress, he was proposed to remain as head of the Special Education Department at that level.

Following the integration of the José Martí Higher Pedagogical Institute, at the proposal of the Provincial Education Directorate, PhD. Ángel Luis was appointed Vice Dean of the Faculty of Early Childhood Education, in recognition of his knowledge and experience in preschool, primary, and special education. During the Diagnostic and Guidance Center director's international mission to Brazil, he was called to take over her duties. Upon his return, he was assigned as Deputy Director of the institution until 2001, when he left for his second international mission to Mozambique, from which he returned in 2004.

Upon his arrival, he was entrusted with the task of directing the Enrique José Varona Pre-University Vocational Institute of Pedagogical Sciences. From 2005 to 2010, he worked as a professor and head of the Special Education Department at the José Martí ISP (Institute of Public Education). From 2010 to 2014, he served as a professor and researcher at the Manuel (Piti) Fajardo Center for Pedagogical Studies in Physical Culture and Sport in Camagüey. From 2014 to the present, he has served as a professor and researcher at the Enrique José Varona Center for Studies in Educational Sciences at the University of Camagüey.

He is a professional who has been actively and directly involved in local education, with national and international reach, during the second half of the last century and the beginning of the current one. He began his career as a primary school teacher and held responsibilities as assistant principal and principal of primary, junior secondary, and special schools.

Performance in management tasks and internationalist missions

He served as director of the Diagnostic and Guidance Center, provincial deputy director of special education, vice dean of the Faculty of Early Childhood Education at the José Martí University of Pedagogical Sciences, and professor and researcher at the Enrique José Varona Center for Educational Sciences Studies at the University of Camagüey. Having had the opportunity to move through various educational levels and hold different positions demonstrates the integrity he exhibits today, which has had an exceptional impact on his work as an educator.

He has been a notable figure in promoting educational work in Cuba and other countries through educational missions. He has published several articles on various issues in the educational sector, with an emphasis on special education and the leading role of families in their children's education. He has participated in numerous research projects, most of which contribute to national projects, as well as provincial, national, and international events.

His numerous appearances as a speaker and panelist at events, as well as at conferences and courses in Cuba, the Dominican Republic, Nicaragua, Mexico, and Mozambique, are noted. In these countries, he has served as a methodological advisor and brigade leader. He has mentored master's and doctoral students from his country and others, such as the Dominican Republic and Mozambique, in the education, physical culture, sports, and public health sectors.

Academic titles and decorations

After graduating in 1974, he continued teaching at the Enrique José Varona Annex School, and in 1983, he earned his Master Therapist degree specializing in Mental Retardation and Developmental Delay. In 1990, he completed his Master Therapist studies for the Deaf and Hard of Hearing and earned a Bachelor's Degree in Education specializing in Defectology.

In 1999, she completed master's degrees in Social Work and Educational Research at the University of Camagüey and the Central Institute of Pedagogical Sciences in Havana, respectively. The scientific

degree of Doctor of Pedagogical Sciences, proposed by the José Martí University of Pedagogical Sciences in Camagüey, was conferred upon her by the National Commission for Scientific Degrees of the Republic of Cuba in 2007. The following year, she graduated in Portuguese from the Mikhail Lomonosov School of Languages in Camagüey.

During his more than 50 years of teaching, he has developed a pedagogical body of work that represents a bastion of Cuban education. His career has been recognized with numerous awards and distinctions, earning him the 2024 National Pedagogy Award (Figure 3). This makes him the first educator in the province of Camagüey to achieve such a high distinction.



Figure 3. Photograph of Professor Ángel Luis Gómez Cardoso in the Aula Magna of the University of Havana on the occasion of the awarding ceremony of the 2024 National Pedagogy Prize

Work as a writer, researcher and in the training of professionals

Professor Gómez Cardoso has published several books in his field, including: *The Teacher and the Family of Children with Disabilities* (published by Pueblo y Educación) (2008), and *Family and Children's Education* (published by the same publisher) (2008). Along the same lines are *Experiences from School* (published by Pueblo y Educación) (2009), *Towards a Pedagogy for Comprehensive Care for People with Special Educational Needs* (published by Educación Cubana) (2009), and *For Teachers: Basic Tools for Working with Families* (published by Educación Cubana) (2009).

Furthermore, it is worth mentioning *The Problem of Mental Retardation: Reflections from a Pedagogical Conception* by Editorial Pueblo y Educación (2010), the *Compendium of Methods and Techniques for the Work of Diagnostic and Guidance Centers (Part II)* by Editorial Pueblo y Educación (2012). Also worth mentioning are *Educational Approaches* by the Latin American Reference Center for Special Education (2013), *Current State of Educational Care for Children and Adolescents with Special Educational Needs* by Editorial Pueblo y Educación (2014), and *Storytelling as an Educational Resource for the Family* by the Educational Collection of Ediciones Universidad de Camagüey (2017) (Figure 4).

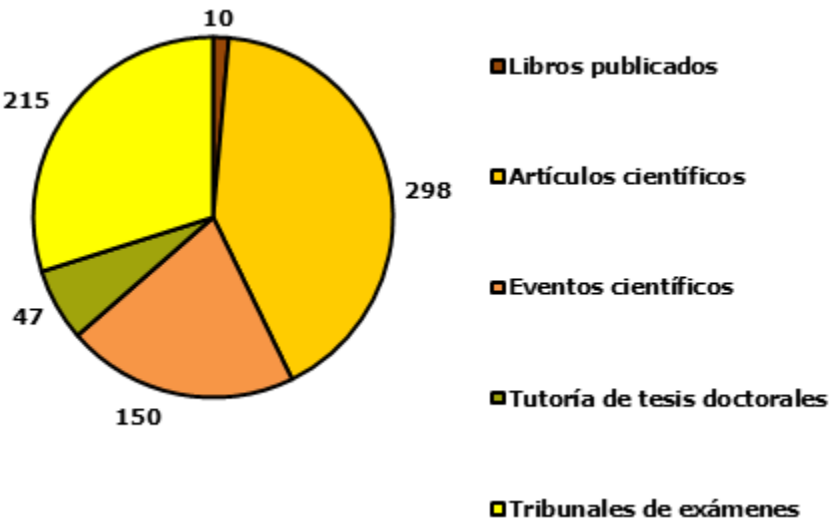


Figure 4. Total of academic activities carried out by type

The renowned professor has published 298 articles, including lectures, strategies, programs, translations, reports, theses, and more. He has participated in 150 national and international events, as a speaker, panelist, and guest. He has promoted countless classes, conferences, workshops, colloquia, panels, roundtables, and interviews. He has taught courses and diploma programs in Cuba, the Dominican Republic, Nicaragua, Mexico, and Mozambique.

His mentorship has enabled more than a hundred professionals to obtain bachelor's, master's, and doctoral degrees. In this regard, it is worth highlighting his academic training in sectors such as education, sports, and health. This highlights his teaching work as a monumental work of enormous contributions to Cuban education, and particularly to education in Camagüey. His life is an example of dedication to study and teaching; his dedication and modesty are paradigms for all those dedicated

to the profession, making him a necessary role model for current and future generations of Camagüey educators.

Life stories like the one described in this particular case should be recognized and documented to foster a vocation for teaching careers. This is a professor whose work allows us to perfect the teaching profession as a basis for a pedagogy that responds to our idiosyncrasies and current training needs, as role models for educators in the country and the region, whose lives inspire this vocation.

In this regard, the Camagüey Branch of the Cuban Pedagogues Association urges everyone to use this research as a reference, with the goal of creating other life stories of eminent educational figures of the 20th and 21st centuries. In this regard, some distinguished professionals from the region can be named, such as Dr. Evelio Machado Ramírez, Dr. Silvia Colunga Santos, Dr. Eduardo Espinosa del Risco, Dr. Odila Quirós Viqueira, and Dr. Manuel Oliva Palomino, to name a few.

DISCUSSION

Education, as a fundamental pillar of social and human development, has a unique character in Cuba, reflected in the experiences and legacy of its educators (Mirabal et al., 2023). In this context, the study of the life and work of a distinguished professor of Cuban education, and particularly of Camagüey education, provides not only valuable knowledge about the figure studied, but also about the impact he has had on special education in the country. For this reason, it was proposed to achieve a deep understanding of this educator's legacy through the present pedagogical approach that highlights his contribution to the Cuban education system.

Special education in Cuba has long been a topic of considerable attention. Efforts range from the inclusion of children with special educational needs in the school system to the training of professionals qualified to meet these demands (Mirabal et al., 2023). The teacher under study is a leading figure in this field, whose educational practices and theories have shaped the way special education is understood and addressed in the Cuban education system. An analysis of his work reveals that his approach was not limited to teaching itself but encompassed aspects of the comprehensive development of the individual, such as respect for diversity and the promotion of values of inclusion and equity.

Consequently, this research highlights the importance of studying iconic figures in education, as their legacy can serve as a model for future generations of educators. In this sense, analyzing the works

of national and international authors allows for a broader framework of reference. However, this knowledge is biased by insufficient theoretical, epistemological, and praxiological research, as well as by the limited methodological foundation for scientific research (Mirabal et al., 2023).

Shortcomings in historical and methodological procedures for studying the work of educators limit the systematization of their contributions to education. Actions are therefore required to promote the dissemination of the contributions of renowned figures in the 20th and 21st-century teaching profession in Cuba, in support of vocational training (Martínez et al., 2024; Ubilla & Rostion, 2021).

The topic generates the need to delve deeper into the history of Cuban teaching with an emphasis on ethical and pedagogical foundations (Natal, 2024). For the study of the teacher's life and work, the article by (Domínguez & Deler, 2022), entitled "Research on prominent educators of the 20th century in Havana from doctoral theses," was considered a reference. Their contributions have promoted historical and pedagogical research, laying the theoretical foundations for its achievement. For example, at the international level, studies on inclusive education, such as that carried out by Mesa et al. (2024), offer perspectives that can be contrasted with the work of the teacher under study. Meanwhile, Valenzuela (2021) emphasizes the need to adapt educational practices to the realities of students; the educator from Camagüey underlines the active role of the community in education. This community-based approach is essential in contexts where resources are limited, and it resonates with Cuban educational policies that promote family and community participation.

It is interesting to note how, despite cultural and contextual variations, the fundamental premises of respect and consideration for students with special educational needs are universal. However, the approach to special education in Cuba, with its roots in the country's history and culture, presents particularities that deserve to be highlighted (Oliva et al., 2022). In this sense, it can be seen that the work of the teacher analyzed is imbued with a strong sense of cultural identity, which translates into the pursuit of an education that reflects the values of Cuban society.

The authors of this research argue that studies on outstanding educators are essential not only to pay tribute to their legacy, but also to reflect on the current challenges of the educational system. The theories and practices developed by educators like the one studied here can offer solutions to contemporary problems in special education, such as the lack of resources or the shortage of specialized personnel. This becomes an invitation to review and update educational strategies that preserve the essence of inclusion while addressing the new realities of the educational environment.

Furthermore, it is important to consider the role that research plays in the creation of public policies in education. In this context, the professor's legacy must be understood not only as a set of educational techniques, but as a vision that transcends practice and delves into the ethical and social realm. Special education, as conceived by this educator, seeks to empower all students, regardless of their abilities, to actively participate in social life. For this reason, education is not a privilege, but a right, and it is this conviction that underpins the importance of conducting studies on the lives and work of outstanding professors.

Meanwhile, the scientific contribution of this research lies in its ability to shed light on underexplored areas of special education in Cuba. Examining this teacher's life and contributions opens a space for re-evaluating educational practices that have been fundamental to the history of Cuban education. This not only seeks to preserve historical memory but also to use the contributions of this eminent professor as a reference to continue advancing the field of inclusive education, inspiring new generations of educators to continue his pedagogical, academic, and scientific work. Thus, his legacy is consolidated not only in his time, but also as a lasting influence on Cuban education and in the recognition of the need to continue promoting an increasingly inclusive education.

In general terms, the life and work of Professor Ángel Luis Gómez Cardoso represent an invaluable legacy for current and future generations. His commitment to education and research has left a profound mark on the training of numerous professionals. Through his innovative and humanistic approach, he fosters critical thinking and a love of knowledge in his students. His literary and academic work not only enriches the educational field but also inspires new generations to pursue similar ideals. Thus, Professor Gómez Cardoso's legacy stands as a beacon, guiding and promoting personal and professional development.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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