

## A B S T R A C T S

**Systematization. A way of thinking what is done that resists losing its autonomy**

ALFREDO MANUEL GHISO

Current evaluation schemes for educational tasks are based on standardized models that decontextualize practices, frame thinking processes and obstruct subjects' ability for critical thinking. Systematizing involves complex processes of knowledge construction that include the subjects of social practices. It involves the collective elaboration of critical analyses about practices and what is said of those practices. It implies, therefore, taking into account different points of view. Reflecting critically about practice and the context in which it takes place allows for its transformation.

**Systematization and narrative as paths for the creation of learning communities**

GRACIELA MESSINA RAIMONDI

The article presents four educational and systematization experiences carried out in Mexico in which the author participated: a task with a group of post-graduate students, rural teachers in its majority, as well as some community promoters; a project for the construction of learning communities out of the community itself in a rural area; a process of continuing education for teachers in urban and rural realms in order to establish learning networks and communities; and a writing experience with rural distance learning middle-school teachers reflecting about their practice. The article emphasizes the role systematization plays – and writing within it – as form of self-acquaintance, and as a means of appreciating knowledge in our own selves and in other people.

**Empoderarte:  
Transformating from art**CHRISTINE MEERT  
ÁNGELA CLEMENCIA PALECHOR

The author presents a work experience in the education field by ASPERLA, an organization of Pedagogy specialists in Colombia. The experience took place from 2008 to 2010 in four neighborhoods in the city of Medellin that are known by their high rates of family and social violence. The project put artists and social science professionals together by forming work groups with youths and their families. The methodology employed takes as a starting point the need to activate feeling and express it through artistic creation, in order to then think about that feeling, that is to say, to identify that which must be transformed. The next step is to act, in the sense of giving new meaning to their life stories and define strategies to overcome difficulties. The last point in the methodology is to give, that is to say, to share their learnings with other groups in their communities.

### **Systematizing to learn how to be consistent**

JUAN FERNANDO SIERRA VÁSQUEZ

The author shares some reflections that emerge from his experience as an advisor in the various systematization processes of educational projects that take place in Medellín, Colombia. The methodology employed is described, which includes the following steps: a) defining what is going to be systematized; b) approaching the experience (describing what is done and explaining why); c) writing down the systematization process, which must be complete, coherent, and a result of consecutive revisions; d) institutional appropriation of the systematization's findings. As results of the systematization the author mentions: strengthening of bonds between group members, reaffirmation of group identity and identification of learnings in order to improve practices.

### **The steps in the path to systematization**

DIANA MARÍA LONDOÑO URIBE

GABRIEL JAIME ATEHORTÚA

The article describes a methodological design for the systematization of experiences, including some techniques that can be employed. Each one of the steps in the process is described: a) preparation for systematization; b) execution, which implies processes of practice reconstruction and interpretation; and c) communication of the experience. The "workshop" technique is described in detail, which is useful at every moment of the systematization process since it allows including interactive techniques (that may be descriptive, expressive, narrative-historical or analytic) through which ample participation and collective construction of explanations and interpretations are made possible.

### **Action-research as a strategy for systematization and production of knowledge within adults' education**

JORGE OSORIO VARGAS

Action-research is a form of research that is carried out about practice itself and creates knowledge that transcends that practice; it is a critical-reflective model that: a) contextualizes education practices; b) values the subjectivity and diversity of experiences; c) values the principle of uncertainty as a condition for learning; d) values the diversity of research strategies and methodologies; e) implies the reconstruction of positivist models of thought and enquiry; f) develops a "reflection" about its way of thinking and configuring its appraisal systems (meta-analysis); g) recognizes educators as intellectuals; h) socializes knowledge and generates community activities of pedagogic influence; i) generates dialogical, empathetic and democratic education processes; j) develops the narrative dimension of human experience.

**Writing: crucial in experience  
systematization processes**

ROSA MARÍA CIFUENTES

The author thinks about the strategic role of writing in systematization processes, since it works as a means for thinking, revising, nourishing and projecting the experiences. It allows to promote reflective, critical and suggestive advances in the experience with the intention of moving toward its social relevance. Among the different kinds of written records about practices, the author analyses in depth the 'field journal', which constitutes a reflective strategy concerning practice. It makes possible to track its daily unfolding while revealing the knowledge that can be constructed in order to enhance and rate action. Writing constitutes, in addition, a basis for elaborating concepts and enhancing action.

**Interpretation in  
systematization of experiences**

ALFONSO TORRES CARRILLO

The article recounts the author's experience as a scholar at the Universidad Pedagógica Nacional of Colombia, and his experience as an advisor in four people's organizations in Bogota that decided to reclaim their historical path and systematize their practice. They are organizations that were founded in the decade of the seventies and have managed to continue and get stronger. The steps that made up the systematization processes were: generation of suitable conditions for research development; construction of the object of systematization; reconstruction of the historical path of organizational experiences; analysis of organizational experiences; critical interpretation of analyzed experiences.

**Social inclusion and education  
for subjects of rights.  
Reflections about experiences  
on social education, recreation,  
sport and the use of free time**ALFREDO MANUEL GHISO  
YENNY MARITZA SALAZAR I.

The systematization project referred to on this article recovered a series of pedagogical practices developed by educators that are linked to different actions and programs, and who work at the Sports and Recreation Institute (INDER) in the city of Medellin, Colombia. The article describes the steps in the process and includes a section gathering the testimonies of some educators. They account for the conclusions that gradually emerged from the systematization, among those: a) educational practices are not neutral; b) they involve conflicts affecting social interaction that must be assumed and resolved; c) the subjects participating in the programs are diverse, thus educators must adapt to their particularities; d) rather than the relation of someone teaching and someone learning, educational bonds emerge in which affections develop and everyone learns from everyone.

**Traducción: Camilo Patiño**