

A B S T R A C T S

Another world is possible... it's up to us

ALAIN SANTANDREU

Most of the actions carried out do not usually reflect on what it means to manage knowledge as an important aspect to promote changes. Even the highly complex processes in which multiple factors and actors intervene, are planned as if it were possible to control the results. Gradually, however, has been expanding a new path of looking at projects and programs from a perspective of knowledge management which allows identify, document, analyze, make available and communicate data, information and knowledge socially constructed. It is an epistemology that recognizes the transformative role of the processes of social construction of knowledge.

Knowledge management in Ecohealth: building know-how for doing better things in health and sustainability

ANDRÉS SÁNCHEZ

The International Development Research Centre (IDRC) has supported research on health and environment over the past 18 years, with the intention to move towards a more sustainable and equitable change in human health and well-being. The EcoHealth approach of IDRC, involves emergent ways of thinking and understanding a health problem from different social and environmental perspectives to create new ideas and horizons of action. This article explains the approach and outlines its guiding principles: systems thinking, transdisciplinary research, participation of different actors, social and gender equity, sustainability, and strategic management of knowledge to action.

Knowledge management for learning and change: between praxis and poiesis

JULIANA MERÇON

Knowledge management for learning and change constitutes a framework for collective production and organization of ways of understanding reality. One of the characteristics of the projects developed in this context is that the teams that carried them out are inter- and transdisciplinary, which favors a multidimensional approach to reality. This attribute involves the integration of academic, traditional and/or experiential knowledge, as well as the recognition that not everything can be known objectively. Another feature of this approach is that the interaction between actors is a key source of significant knowledge, and hence a third feature follows: attention to metacognitive processes, that is, to reflect on how we learn.

The knowledge management approach oriented towards learning: a dialogue with the systematization, evaluation and research

CAROLINA MENDOZA

Knowledge management oriented towards learning uses four components to retrieve the results (especially qualitative) and quantitative achievements of projects developed with this approach as well as the processes that led to these results: systematization and capitalization of learning; information and monitoring results; monitoring and evaluation of changes; and network analysis. The article briefly conceptualizes research, systematization and evaluation in order to establish its similarities, articulations and differences. Likewise, it presents approximations between these processes, considered from the knowledge management approach oriented towards learning.

Why children and adolescents do not stop working? Tools for qualitative researchLILIANA SALDAÑA,
JOSÉ LUIS GUTIÉRREZ
AND DAVID ARTEAGA

YACHAY National Program of the Ministry of Women and Vulnerable Populations in Peru, aims to observe and talk to people involved in child labor to know the reasons why children and adolescents work. To do this a systematization was performed to identify what drives parents to allow their children to work for others or for the family, and what ideas underlie the discourse of these children and adolescents to justify the work they perform. This article describes the process and the instruments used, as well as some findings: parents' lack of risk perception regarding the work of their children, lack of space amenities for this population, positive assessment of child labor and family history and family bonding, among others.

**Seeing is believing...
The orientation to change in
research-action projects**

CARLOTA MONROY, JOHN OMAR
ESPINOZA AND ALAIN SANTANDREU

This article reports a research-intervention experience carried out in 2004 in El Salvador, Guatemala and Honduras aimed at controlling an insect that transmits Chagas disease by means other than fumigating in homes. Three risk factors were identified in households and local materials were used to seal the places where the insect hosts. Moreover, coops were built to separate the animals from humans. This article retrieves the process of documenting the changes that were generated in the researchers and the population through the implementation of knowledge management approach oriented towards learning.

**Knowledge management
approach oriented towards
learning (GCOA for its acronym
in Spanish) in an EcoHealth
project in Bolivia and Colombia**

CAMILO SALCEDO
AND NELSON BERNAL

This article presents an analysis of the methodological and conceptual implementation of GCOA approach in the project "Climate change, vulnerability and health in Bolivia and Colombia", which was implemented under the EcoHealth approach from March 2013 until March 2016. This project contributes to identify strategies for adapting to climate change on human health in two basins in the Andean region, in order to influence decision makers and municipal and regional public policies. Methodological and conceptual contributions of EcoHealth approach to knowledge management for learning and achievements, are described.

**EcoHealth project approach
for recycle workers: a learning
experience for change
and the incidence**

RUTH ARROYO
AND ANITA LUJÁN

This article reflects on the study results with Ecohealth approach on "Working conditions, environmental conditions and health" of workers handling solid waste and their families at the left bank of the River Rimac, developed by ECOSAD between 2008 and 2011 in Lima (Peru), in collaboration with the International Development Research Centre (IDRC), Canada. At the time of the study, the recyclers faced job insecurity by the lack of a legal framework, and high social, environmental and economic vulnerability. The project resulted in changes in researchers and recyclers that were documented. Another positive result was the link between the experience and the advocacy, one of the main challenges facing the research process aimed at transforming reality.

**The Puyango-Ecuador project:
a participatory experience of
knowledge management
for learning and change**

SEBASTIÁN BETANCOURT
AND OSCAR BETANCOURT

Between 1999 and 2007, an EcoHealth project for studying the effects on human health of environmental pollution caused by mining was implemented in Ecuador. Participation and empowerment of different sectors and social actors were essential; as a result, interesting levels of sustainability were reached, verifiable 15 years after the process started. Based on this experience, this article raises the need to link principles and applications of knowledge management tools for learning and change, with local participatory processes.

**Articulating approaches and
collaborative action research
methodologies for addressing
social determinants of plague**

YESENIA CARPIO, ALAIN SANTANDREU,
JOHN OMAR ESPINOZA, ANITA LUJÁN,
ANA RIVIERE-CINNAMOND
AND RENATA SOUZA TÁVORA

Bubonic plague exists at least since the Middle Ages, and it is generally associated with rural and poor population. Despite efforts to eradicate it, the plague still claim lives in five countries in Latin America, although it is in a single region of Peru where the vast majority of reported cases are concentrated. This article refers to the processes (methods and instruments used) and results of research conducted between 2013 and 2015 in La Libertad, the zone where most cases of plague occurred in Peru. The investigations were performed with the EcoHealth approach in order to better understand the complexity of the causes that determine the presence of plague in that region.

**When the heart feels,
head thinks**

OSCAR REA

This article describes an experience of the Community Foundation Axi3n that takes place in El Alto, Bolivia, with poor rural women. The work carried out focuses on building a community among participants and to establish ties through dialogue. The author calls this "cardiology community". The steps of the methodology are: visualization of the problem situation; survey questions; building agenda for discussion; development of dialogue; commitments and actions. The activity around which this methodology developed is horticulture, considered not as a production technique, but as a way of life.

**Knowledge management
of water resources from the
National Water Authority of Peru**

LAURA SILVA

The process of modernization of public water management began in Peru in 2012, in order to bring the exercise of government to the citizens and improve democratic governance. From 2013 we started working in knowledge management with a conceptual and methodological framework oriented towards change processes. Some achievements are: a monitoring system to the processes of knowledge management and dissemination of information; a bank of studies and experiences related to the issue; the development of virtual platforms to strengthen internal communication processes and with the public.

**Generating own knowledge for
"el buen vivir" (good living)**

DIEGO ITURRALDE

At the end of the twentieth Century a project management was performed by the Fund for the Development of Indigenous Peoples of Latin America, financed by the InterAmerican Development Bank, in order to support a group of indigenous organizations to document development experiences based on collective reflection, with the participation of teams from the communities themselves. In this article, the author retrieves 12 experiences pointing out that the selected experiences were collective, of medium and long term, based on efforts of Indigenous organization and related to the improvement of their living conditions.

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**An understanding of
the task from trans- and
interdisciplinary approach from
the knowledge management
for learning and change**

JOHN OMAR ESPINOZA

The text traces the personal history of the author, from his studies and clinical practice in psychology, to his incursion into research and teaching from a more systemic and interdisciplinary approach. For the author, the adoption of knowledge management approach for learning and change was a learning about dialogue with others, the challenge to discard own paradigms, to use new tools to document and communicate lessons learned and processes, and the importance of promoting transformative actions from the practice of research.

Traducci3n: Lilian Alemany Rojas