Research as political-pedagogical mediation. Reflections based on the Participatory Budget

Emil Sobottka
Edla Eggert
Danilo R. Streck

This article analyzes research as political-pedagogical mediation in constituting citizenship, having as a reference the Participatory Budget process of Rio Grande do Sul (Brazil). It verifies how, through a participative methodology, the researcher is challenged to reposition him or her self and the process of production of knowledge in the context of social change.

Key words: Research, participation, social change

Introduction

Social research has frequently been the object of reflections and discussions about its capacity to produce knowledge that is adequate for the social reality which is being researched. Criticisms and proposals, especially in the areas of methodology and epistemology, have led to a diversity and a technical refinement of the set of instruments available today to the social researcher, from which she or he can choose according to their objects of research, their goals or their preferences.

The criticisms also made it possible to hear other voices that were not being contemplated in the research, or that did not feel the effects of this research in their daily lives. The debates on relevance and rigorousness, which