

Generating Knowledge in Popular Education: From Participatory Research to the Systematization of Experiences

Alfonso Torres Carrillo

The article presents a revision of how popular education has integrated into its practices and reflections on participatory research. After a presentation of popular education as an educational movement and pedagogical current, the article develops a historical reconstruction of the relationship between these two, while offering a critique of the legacy and challenges of this kind of double education: research with an emancipatory perspective. The article ends focusing on the systematization of experience as an emergent research mode in the field of popular education. Although there are different approaches to systematization, all of them try to recover and interpret the meanings that manifest themselves in social practices, with the purpose of strengthening them.

Key words: popular education, participatory research, thematic research, action research, systemization of experiences

1. Popular education, necessary conceptualization

Popular education is an educational movement and pedagogical current that emerged in Latin America in the seventies. It was a result of Paulo Freire's pedagogical proposals happening within the context of the radicalization of the popular struggle and the cultural and intellectual movements.¹ During the past four decades, hundreds of groups, practices and projects have identified

¹ The following lines are taken from my book *Educación Popular, Trajectory and Current Issues* (El Búho, Bogotá, 2008)