

A B S T R A C T S

**Democratization of knowledge:
dialogue and voice
as educational experiences**

SANTIAGO ALONSO PALMAS PÉREZ

This article presents a series of views about the meaning of democratizing knowledge in the context of the articles published in this issue of *Decisio*. The author argues that democratizing knowledge implies an interrelation of positions and experiences, which is what gives way to the creation of new ways to see the world. Thus, knowledge is ideas in permanent reconstruction through dialogue, coexistence and mutual acknowledgment. From the position held by the author and this issue's coordinator, dialogue is a methodological tool that promotes the foundation of common knowledge; it avoids knowledge transmission from one who knows to another who does not; and, in the final analysis, it fosters the constitution of democratic relationships inside which not only a variety of know-hows is acknowledged, but also a series of manners to acquire them.

***Weaving meanings*
An experience of dialogue among
know-hows, non-formal education,
and community organization**

ANA LAURA FUENTES LÓPEZ

This material describes a non-formal education experience, developed during a year and a half at the initiative of an office of the General Coordination of Intercultural and Bilingual Education (Coordinación General de Educación Intercultural y Bilingüe) of the Mexican Secretary of Public Education. A methodology called "dialogue of know-hows" was used during this experience with five women who are voluntary operators and serve as liaison between social development programs of the Secretary for Social Development (Secretaría de Desarrollo Social/SEDESOL) and women program recipients. The center of attention was the encouragement efforts undertaken by these volunteers with "growth groups" of elderly people, recipients of SEDESOL's programs. The aim of the project was to strengthen the volunteer's tasks, jointly analyzing their role from an intercultural perspective. Among the outcomes of this experience, acknowledgement of themselves as individuals and of their know-hows stand out, as well as the development of conflict resolution abilities besides planning and diversification of activities with the elderly.

**Xochipilli, a space
for knowledge construction
Community musical training
groups in the Northern
Mountain Range of Puebla**ADALBERTO AYALA PLIEGO
Y ARANZAZÚ DÍAZ FERNÁNDEZ

This article describes a work experience concerned with community development that the Mexican NGO Actions for Community Development (Acciones para el Desarrollo Comunitario, ADECO)—interested in diverse literacy and popular education projects—is currently undertaking. Project Xochipilli is developed in two Mexico City neighborhoods and in three communities in the Northern Mountain Range region of Puebla, the latter with Nahuatl population. In these, there is a community project in the area of cultural promotion centered in music, including playing traditional musical instruments and the recovery of rituals and ceremonies. The greatest achievements have been the creation of communal spaces through music, with a highly traditional aspect; the use of artistic languages, particularly music, based not on talent, but in persistent, dialogical, collaborative and organized efforts; and identity strengthening through the validation and use of nahuatl in work spaces and throughout musical processes.

**An educational experience
in and for solidarity**

MARÍA DE LOS ÁNGELES DE LA ROSA REYES

This text presents the collaborative work experience between the BA in Pedagogy of the Higher Studies School of Acatlán (Facultad de Estudios Superiores Acatlán), UNAM, Mexico and the business incubator project of the Workers University of Mexico (Universidad Obrera de México) "Vicente Lombardo Toledano,"

whose focus is solidarity economy. This type of joint activity with action-taking institutions is geared at students' complementing their theoretical instruction while, at the same time, contributing to solving specific problems of recipient institutions. The aim for the 2017-2018 school cycle was the creation of an educational proposal that considered development of values and attitudes channeled towards supporting the creation of future producers' solidarity groups as well as the strengthening of those presently working in the businesses incubator. The article develops theoretical, empirical and reflection guidelines –all around work already done– and explains the ensuing proposal: a manual to implement a workshop with the incubator's participants. Recommendations center on the relevance and characteristics of the support awarded the students.

**Towards democratizing access
to public administration**
An educational proposal stemming
from the analysis of the migratory
paper-work to obtain residency

EMILIO TEVEZ

This is an ethnographic research done by the Social Sciences School of the Universidad Nacional del Centro (Olavarría, Argentina) on the process migrants in irregular situations go through in order to obtain residency in Argentina. The research focused on the obstacles faced by people during the paper-work process, as well as on the relevance of the company and support provided by women workers of the Center for Access to Justice (Centro de Acceso a la Justicia) to the applicants. The ethnography followed the steps taken by two Latin American families. The difficulties encountered by the migrants in the fulfillment of the procedure were examined; it was found that a key aspect of the hardships met originates in the assumptions of migratory authorities regarding the competences of applicants. The former expect the latter to have literacy skills, digital abilities to download internet formats or search for information, etc., based on ignorance about the living conditions of migrants.

**The people who care for
the monarch butterflies**
A learning experience
with environmental promoters
in Guanajuato, Mexico

ROBERTO MÉNDEZ-ARREOLA,
JERÓNIMO CHÁVEZ Y ROCÍO TREVIÑO

Monarch butterflies annually cross thousands of kilometers, from the southern part of Canada and the north of the US, towards their hibernation habitat in Mexico. The program Royal Courier (Correo Real) of Profauna, A.C., a Mexican NGO, founded in 1992, develops educational activities with teachers, public officers and general public which include butterfly observation, monitoring and protection activities. This article describes the workshops implemented in 2016 in Guanajuato, an area the Monarchs pass through, with 90 participants –forest rangers who work in the local natural settings, government officers, community promoters, teachers and members of this state civil society organizations. Workshops included educational activities for the observation, recording and monitoring of the butterflies; creation of didactic materials for the participants to work with; and the construction of pollinators gardens to contribute to the feeding and rest of the butterflies. In 2017, a gathering of the workshop participants took place, to share activities and techniques developed throughout the year. In closing, the authors present five resources for environmental learning, developed by them.

**Creating awareness in gender
and rights through virtual learning
environments in Argentina**
An experience to build strategies
with existing resources

MELINA GISEL ESCOBEDO Y YANINA
DÉBORA BÓRMIDA CARRIQUIRI

This material analyzes a virtual training experience in Prevention of and Attention to Domestic and Gender Violence, carried out in 2017 in the city of Olavarría, in the Province of Buenos Aires, Argentina. It was a joint program with the Local Board for Domestic and Gender Violence (in the context of the Domestic Violence Legislation of Buenos Aires Province N° 12569/01, under the coordination of the Gender Policy Directorate of the municipality of Olavarría) and the team that runs the Permanent Program of Women's Studies of the Secretary of Outreach, Well-being and Transference of the School of Social Sciences of the Center

“We are more than doing housework”: a literacy experience with Colombian women in the Altamira Sur Oriental public school

JOHANNA REY

National University (Universidad Nacional del Centro) of the Province of Buenos Aires. Besides sharing the training experience, the article proposes guidelines to ponder on the challenges of working together with government sectors, and the importance of net-working for public policy implementation, particularly around the specific characteristics of distance education with a gender perspective, and the assessment of learning in virtual environments.

The children and youth, students of elementary education in marginalized areas, fulfill a very important role as reading, writing and arithmetic intermediaries for their mothers or grandmothers when the latter need to do paper-work, go to the doctor, etc. The closeness of the author with these practices, due to her work as a teacher in a public elementary school in Altamira, Colombia, motivated her to design an educational experience to foster multiple uses of written culture and ICTs, relevant for women. The cultural and socio-historic constructivist approach of Vigostky’s was the basis for the design. It began on February 2017, and continues since; 14 women ages 38 to 82 participate. Work is based on the narration of life histories and the knowledge of the women, as means to incite the production of the women’s own texts, linked to their lives. Activities include oral narrative, writing, and the exploration of the use of ICTs, for example, to do Internet searches for images they may later use to prepare PowerPoint presentations they combine with texts.

Creating spaces for the expansion of knowledge and mutual understanding through dialogue among children, university students and researchers

JANELLE FRANCO, LILIA RODRIGUEZ
Y MARJORIE FAULSTICH ORELLANA

This article talks about a non-formal educational experience implemented during the last ten years, in an after-school schedule, at a bilingual school in central Los Angeles, California. The school is placed in an area of low socioeconomic level; the majority of its population is Latin American or Asian. B-Club gathers university students of all backgrounds, girls and boy who go to the local elementary school (between 25 and 40, ages 5 to 10), and researchers from UCLA’ School of Education (between 10 and 30). This is a space in which the diverse linguistic and cultural resources of children are acknowledged and developed. Through dialogue (all teach and all learn), changes in participation and thought are promoted, with the expectation of enhancing inter-cultural knowledge and understanding. The article expounds the pedagogical principles developed by B-Club, and three examples to show the type of interactions and learning it fosters, are presented.

***How am I getting my change?...
I do not understand***

DIANA SOLARES Y DAVID BLOCK

This text is about a mathematical education experience with three women from a municipality in Oaxaca, Mexico, in which 36% of the population is considered illiterate. The project is part of a research done by the Autonomous University of Querétaro, Mexico, which set out to find how certain adding problems are solved by students of a school for migrant day-laborer families. Participating women requested the researchers to be taught to “do the numbers, use the calculator and to read and write”, to be sure correct change is given them when they go shopping, and to not make mistakes when they themselves sell their wares. The article goes on to explore the strategies commonly developed by women when doing transactions in their community, relying on their precarious literacy and numbers abilities. Emphasis is placed on the relevance of women’s enhancing their know-hows and capabilities to make numbers by themselves, as that would better position them vis-à-vis others with greater power, a position key for subsistence.