Participatory Action Research in Argentina: New expressions at the field of social movement's militant action. An account of experience

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In this article, a critical and reflective journey of two participatory action research experiences in educational processes of young people and adults, developed by social organisations during the 2000s in Argentina, a stage of resistance to neoliberalism and social rise is proposed. First we present the theoretical / methodological concept and function of the IAP (Investigación Acción Participativa) for social movements in the production of knowledge. We then focus on the stage of socialisation and feedback between students, teachers and the research area team. We define this moment's pedagogical function based on Victor Turner concept of rite of passage, de-structuring and structuring the subject, putting in tension and enabling the relationship of the individual and the social, the other and us, and from there establishing the relationship between IAP and Popular Education in the experience. Finally, we describe and reflect on the educational project called "The world is becoming", a pedagogical proposal of IAP from social mapping at a school for youth and adults.

Key words: Participatory Action Research, social movements, popular education, Argentina

La Investigación Acción Participativa en la Argentina: Nuevas expresiones en el campo de la acción militante de los movimientos sociales. Relato de experiencia

En el presente artículo se propone un recorrido reflexivo y crítico de dos experiencias de investigación acción participativa en procesos educativos de jóvenes y adultos, impulsados por organizaciones sociales durante la década del 2000 en la Argentina, etapa de resistencia al neoliberalismo y alza social. En un primer momento se presenta la concepción teórica/metodológica y la función de la IAP (Investigación Acción Participativa) para los movimientos sociales en la producción de conocimiento. Luego proponemos centrarnos en la etapa de la socialización y retroalimentación entre estudiantes, docentes y equipo del área de investigación. Momento que lo definimos desde su función pedagógica retomando a Victor Turner como un rito de pasaje , como instancia desestructurante y estructurante del sujeto, que pone-en y habilita-la tensión de la relación de lo individual con lo social, el otro y el nosotros y desde allí establecer la relación entre IAP y Educación Popular en dicha experiencia. Y como último momento, se describe y reflexiona sobre el proyecto pedagógico llamado ''El mundo está siendo'', una propuesta pedagógica de IAP desde la cartografía social en una escuela de jóvenes y adultos.

Palabras clave: investigación acción participativa, movimientos sociales, educación popular, Argentina

Participatory Action Research, approaches and models. The Argentine experience

The history of the Participatory Action Research tradition can be traced back to the sixties and seventies in Latin America It aimed to understand the historical situation of social groups related to the so-called popular sectors, but it also expected to bring the understanding of history and its resulting study together with the practice and needs of social organisations. In Argentina this experience evolved in a distinctive way due to the strong foothold of the positivist scholarly tradition and recurring political instability:

Participatory-framed social research practices in Argentine academic community did not keep up with the development achieved in other Latin American countries throughout the seventies and the eighties, due to the political repression during the military dictatorship and to a strongly rigid, positivist tradition that was present in many social sciences careers, especially in the area of Sociology.' (Sirvent, 1999).

This social research approach was shaped by varying perspectives. Against a common background, all of them assert the collective production and appropriation of knowledge: framed by scientific methods and techniques of investigation, seen as the ability of collectives or social movements to fulfill their rights over knowledge, power and culture, firmly related to a research perspective implying an 'expressed social commitment', as it is mentioned by the most relevant representatives in our nation:

'…A political intentionality and a decision to work together with social groups and classes excluded from the sphere of social decision-making, in order to encourage their organisation and their ability of social participation… [and] integrating research, participation and education as components or stages of a process intended to understand a concrete reality in an holistic, global fashion. It pretends to identify those contradictions that explain more clearly the history of events and their current nature.' (Sirvent, 1999)

During the 2000's post-neoliberal times, and as a result of struggle and resistance against neoliberalism, social organisations engender Popular Education centers in order to strengthen organisation by bringing back the dialogical/participatory method. They occupy and recreate the school and, when it comes to the experience of the Popular High Schools (Bachilleratos Populares), territorial social organisations create the Public Popular School.[1] Grassroots, collective struggle knowledge is retrieved; the 'what', the 'who', the 'where', and the 'what-for' of the education process, the production of knowledge and the ways of cognition, all are being politicised. The collective production of knowledge is common in most social organisations, both in

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[1]   Schools created by social organisations, recuperated enterprises and trade-unions, inspired by the traditions of Latin American Popular Education, not detached from, but inside and beyond the education system, arising out of the construction of popular power in the field of Youths and Adults Education.

urban and peasant, rural areas of Argentina. Rooted in popular resistance and self-managed projects, participatory Action Research and Popular Education are reviving together and reinventing themselves. It is usual to hear social activists and scholars talking about participatory Action Research and Popular Education. Colleges and social organisations join forces in and through community-outreach programmes co-ordinated by teachers and researchers who are at the same time engaged in social organisations, just as in the case of organised students' groups that develop territorial and trade-union work.

The need for reflection, for scrutinising publications and utterances, for thematisation, systematisation of the experiences in the world of labour and in education, reflection-action-reflection and self-reflection, all are considered by many social organisations as systematising political instances and pedagogical moments. They are relational space-time of investigation that empowers, self-valorises collective action and transforms activism experience.

The following is a survey of two working experiences where Participatory Action Research is an integral part of Popular Education settings.

The Popular High Schools and Participatory Action Research: An account of experience with the CPER (Co-operative of Popular Educators and Researchers)'s research area

The epistemological assumption of this study entails that knowledge results from an exchange-and-involvement link between the actions studied/registered and the investigators/associates of the same social process.

Accordingly, Participatory Action Research aims at the transformation of the traditional object of study (Sirvent, 1999) into an own reflective subject, producing a style of work that allows and encourages every person involved to truly participate in the research, and that also contributes to a greater understanding. Thus, the role of the researcher is redefined; for although she or he has specific insights, he/she is willing to share them with its object of study through a group, in a participatory learning process. Researchers play the role of 'socio-cultural co-protagonists' in working groups striving for reflection and self-assessment. In such a way, they frame their role according

to the specific circumstances behind their investigation, and based on their professional background. They seek to transfer to other people a series of items featuring their work: devices, procedures, mental skills, through the research process, in order to facilitate the collective development of critical, reflective thinking on reality. The researcher's role is particularly stressed when there comes the time to systematise data and devise categories of different levels of abstraction, which help in building the research object. For that matter, when undertaking research we must always bear in mind the duality of purposes of participatory research: to give us insights on the reality under study, and also to be part of the social movements involved.

The use of empirical techniques, deterritorialised from its positivist formation, has been proposed in participatory research experience discussed above. As Fals Borda (1990) said, the idea is to restore and to give another meaning to this experience, to clarify for whom the research is carried out, so that a new meaning is given to empirical techniques such as surveys and interviews within the context of integration with the groups involved. The interview is transformed into a participation-and-consensus experience, negotiating shared needs and goals. The intentionality related to scientific knowledge creation accounts for picking up the empirical tools in order to adopt a pretension to emancipate, in the sense that scientific knowledge is produced by means of learning and critical rupture processes in which the 'object' participates in the 'collective' (Sirvent, 2008) building of scientific knowledge.

Holding an idea grounded on critical social theory, science is considered as emancipatory knowledge, and scientific knowledge as a boost for social praxis. This insight gives meaning to the collective construction of knowledge assuming that the 'object of research' has real participation, since he/she takes part in the research decisions. Participation relates to the chance that the surveyed population is involved in the process and results of the research, which requires the researcher to help them accessing the information. (Sirvent, 2008)

Teachers/activists from Popular High-schools participate in the Co-operative of Popular Educators and Researchers: CPER's research area (2003/2010), working with Workshop I, II and III Chairs of the career in

Social Work at the School of Social Sciences of the Universidad de Buenos Aires, the Open Faculty Programme and the Social-Mapping Team at the School of Philosophy and Literature of the Universidad de Buenos Aires.

In the research practice of CPER, every documented research project is theoretically grounded on Participatory Action Research as well as on the spatial epistemology approach in social studies. The latter underwent a revival in the last two decades. As Ulrich (2002) has suggested, space appears to be neutral and indifferent to its contents, and that is why it seems to be purely formal and even an epitome of rational abstraction. This is precisely because space has already been occupied and used, and it has already been the spot of past processes whose traces are not always evident in the scenery. Space has been created and shaped by historical and natural elements, but this has been a political process. In this regard, space is devised as an ideological and political product, which is literally full of ideologies. (Lefebvre, 1976)

At the end of the century, consideration is given to space as an advantageous approach to think and to act. This being the case, it is to expect that social representations of space acquire more and more analytical importance and centrality. Thus, for instance, Social-Mapping is the working tool employed in Participatory Action Research in Education at the Popular High Schools. Here, New Social-Mapping (Wagner de Almeida, 2008) serves as a method both to co-ordinate the social movements' education actions and to make them viewable. Mapping also contributes to collective reflection when the time comes for thinking/problematising the territory. A map allows to represent and to take a step back, to decipher the connections between different issues so as to put them into question and to conceive alternatives of resistance, organisation and change.

The research programme features two lines of investigation: one of them consists of working with students and teachers on their educational trajectories and the other focuses on Social-Mapping. In order to study educational trajectories, semi-structured surveys were conducted among students at 'IMPA', 'Maderera Córdoba', '19 de diciembre', 'Raíces', 'Chilavert' and 'Freire' Popular High Schools. At 'IMPA' Surveys were carried out in 2004, 2005, 2006, 2009 y 2010, at 'Maderera Córdoba', 'Chilavert' and '19 de diciembre' in 2006, 2009 and 2010, and at 'Raíces' in 2010 and 2011.

The time of reflection and exchange with teachers and students stands for a fundamental stage in the research process. As critical educators, our individual practice is always side by side with reflection. Yet, spaces systematically designed for collective reflection become a need emerging from the very same day-to-day practice at the High Schools of CPER. Thus, we advance a working proposal to approach young and adult subjects through socialisation workshops that place research as a pedagogical moment.

In what follows, we expose the objectives of socialisation and feedback workshops at this stage of participatory Action Research.

Objectives:

– To reflect on the data coming from the surveys, alongside with students and teachers, making it possible to transform quantitative methodology into a dialogical tool in order to reconsider permanently our practice.

– To deepen knowledge on the identities of educational subjects in the Popular High Schools, and on issues and needs coming from the analysis of the partial results of the surveys, in order to increase the capacity for collective reflection at the school spaces.

– To work on developing layouts considering the Popular High Schools students' features.

During socialisation times with students and teachers, graphics produced by María Teresa Sirvent's research team were presented for the purpose of analysing the situation of 'others' and then moving towards the singularity of the experience of exclusion, thus positioning the excluded 'other' in order to place the estrangement at the singular, seeing him/herself, being an object to him/herself

Debating collectively the reasons behind educational exclusion and behind their own particular exclusion, makes it possible to apprehend the lived notion of individual failure and to question it from a social perspective. It comes up with a rite of passage which goes from the individual to the social level; from what has been experienced as an individual failure to what it is a social failure. Thus, it is called an 'empty signifier': the young and adult subject, which says much and says nothing at the same time.

The time for systematisation and feedback is analogous to what Victor Turner (1967) describes as rite of passage. It is the liminal moment between structure and anti-structure, from object to reflection as subject. Exchanging past and present experiences from their educational trajectories, thinking on the reasons why they enter and drop out of school, why they decided to go on studying, thinking on why they interrupt their studies, why they miss classes, are absent from school or stay in it, reflecting on their achievements and their difficulties, all this enables them as a subject that is both singularly and socially determined, to reposition themselves in their past and present educational experience.

This time for systematisation and feedback is part of the social process of Popular High Schools as they are social organisations in motion. To gather in the assembly or, as it is the case here, in the socialisation workshop is a collective moment that gives rise to the groups' social meanings: self-management, participation and action, while the moment of feedback signifies those condensed meanings. The socialisation workshop consists of various moments, the first of which is introduced in the following paragraphs.

The survey has been prepared by teachers from every Popular High School which are part of the CPER's research area. All students complete the survey at each school; the matrix is prepared and data processed. Then, every member of the research areas in each High School meets and decides collectively what issues are significant and, having in mind the school's calendar, chooses the variables to work with in each socialisation workshop. Thus, during the first of these workshops, which brought together members from every Popular High School, María Teresa Sirvent and Sandra Llosa's study on people at educational risk was presented as a resource to initiate the rite of passage.

We focus on the students' educational trajectories before they entered Popular High Schools, the perceptions of their experience at these Schools and their socio-educational conditions.

Information on these topics was rebuilt through two stages, the first consisting of a survey of the students and the other being a socialisation moment at collective workshops analysing some of the survey variables. These two

stages represent the quantitative and qualitative moments of research, respectively.

The survey results from CPER team's previous studies and debates. When completing the survey, its aims were made explicit to the students.

Data arising from the survey was processed and portrayed in graphics, which appeared as part of a booklet designed to work with the students at instances of socialisation. Considering the various issues at hand to analyse collectively at socialisation instances, members of CPER's research team and High Schools' teachers selected a number of variables to work together with the students. These variables were selected on the basis that 'Our goal is to support the students in their educational path, which starts by questioning the individual on the grounds of the social and the collective.'[2]

Thus, at the instance of socialisation there was a presentation of the research methods and goals and a brief history of the work of CPER's research team. Within this framework, research work carried out at '19 de diciembre' High School was submitted as part of the work dynamics which are typical of self-organised and self-managed spaces at schools supported by CPER. Research work is set against the framework of this self-managed project, as it was explained.

> 'When I was young and finished elementary school I made a vocational test, and they told me that I was not intellectually qualified to start high school, that I had to learn a skill.'

In this process, individual experience was resignified as part of collective experiences similar to those of the students attending Popular High Schools.

> '…this you said, isn't it? You have to work, you hear 'you are not able', learning a trade as an alternative to studying. They mark every […] The chance you can enter, be within the educational system, because this is to be within the educational system […] I find it interesting because they started saying this is people outside the educational system, people at risk situation, this is people… and then started to describe personal accounts. Fellows are describing their own experiences. And I say, it is interesting

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2   Field notes from a meeting before socialisation with students, 2009.

to see that possibly at a given moment they were part of the so-called peo-
ple at educational risk, isn't it?'[3]

At the same time, the research team seeks to place value on the students'
work, acknowledging and revealing that they are capable and responsible
enough to restart school, being part of those youths and adults who are 'effi-
cient demanders' (Sirvent, 1999) of education, which they did not access
during their adolescence. This allowed them to open reflection on their
experience at '19 de diciembre' High School.

When describing these experiences, the students appreciate their present
educational experience, in contrast to the past ones:

'Here, you find yourself more comfortable, there is more dialogue […]
something that I did not know. I knew the teacher as… someone superior
to us and… showing her much respect, also when asking a question, and
everything is changed, here there is no such kind of…'

'…In some subjects we built something for us and we are able to speak, in
the past it may be that if there was a word we didn't know, we remained
silent, and now we don't.'[4]

Reflection on the experience in High School is held in the context of these
meanings, which arise from the students' educational trajectories. This was
shown in the significations assigned by the students concerning 'the subjects
we like best' and 'difficulties arising from subjects grouped into areas'. On
the one hand, what students identified as the subjects they preferred was in
some cases appreciated in the light of their experience of those subjects at
other schools: 'there was just a way with Maths… because if you didn't know
how to do it this way…, and now, it isn't, we can make it in different ways
and all are equally fine.' On the other hand, through this process of assigning
meaning to the survey data showing what subjects they liked most, the stu-
dents attributed the reasons for their likings to specific forms of school work
and learning contents.

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[3]   Idem.

[4]   Field notes from Socialisation Workshop with First Year Students, 2009. Mónica
      Córdoba, Paula Cecchi, Lucia Testoni, 2012

> 'The subject touches on issues which are related to the present times and generate debates, since it allows you to give your opinion on society, because we read good texts, with clear and understandable examples.'

Discussion on these variables revealed that First Year students group no longer ascribed difficulties to subject areas which they actually had considered difficult at the time of the survey. When inquiring into this contrast, they explained it was part of a process that involved shifting appreciations on the subjects' contents and self-assessment of their learning ability:

> 'On the first day of school I told them [the mathematics teachers]: no, I suck in mathematics. And a few days ago they asked me, we were working in groups and I told them: no, I feel I am a mathematician. And they asked me why and I said it was because I do mathematics, and on the first day I didn't think the same. I am a mathematician.'

We believe that this socialisation work allowed the students to view themselves as efficient demanders of education and thus as active subjects in the context of social circumstances that prevent most of the population in our country from access to schooling. Therefore, we consider that reflection on the school's own work consolidates the sense of belonging and strengthens ordinary spaces for learning: which is understood, from our pedagogical approach, as an incomplete practice that makes us autonomous social subjects. All through the students' journey in high school, our aim is that "they increasingly demand to be educated as subjects who are aware of the existence of social inequality and are able to make choices that have a transformative effect on society."[5] We are of the view that this experience must start by questioning inequalities that influence access to education for youths and adults, which is also the purpose of socialisation instances. At the same time, reflection on the ways of working at school allowed us to know the meanings given by the students to some of our pedagogical practices and to realise that their early trajectory in the educational system shapes the way they perceive those experiences.

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[5] Bachillerato Popular 19 de diciembre (CPER); "Aportes para el Proyecto Pedagógico"; mimeo; 2009.

By way of conclusion, we would suggest the application of this process of reflection and systematising experiences to the future construction of educational work and collective participation in the organisation of Popular High Schools. In this regard, following M. Gadotti (2003), we underscore that the present investigation and the whole programme of CPER draw on the idea that 'the school we are proposing: the school in pedagogical Utopia, is grounded on the historically existing school that we intend to change through a collective process.' (Gadotti, 2003) Thus, everyone working in this collective setting could bring many other variables to work with collectively, in order to deepen the discussion and inform decisions made about this organisation process. We consider that the practice of participatory Action Research can be a very valuable tool to perform this task, since its goals are decided collectively by each and every participant whose specific (local, quotidian, academic) knowledge contributes to the construction of insights that allow us to reflect critically on the educational settings and projects we promote and intend to carry on. In that regard, knowledge arising from participatory Action Research carried out at '19 de diciembre', 'IMPA' and 'Maderera Córdoba' Popular High Schools is still providing input for our daily decision-making. Thus, we can mention some of the contexts in which knowledge from surveys and socialisation was, and will be, revisited: training sessions for the teachers, sharing with the students reports of the socialisation workshops. These allowed us to initiate a collective reflection and critical analysis of some of our pedagogical practices by listening to the voice of the students. At the moment, the results from the survey and socialisation workshops allow broader and deeper reflection with teachers and students, opening discussions to enhance the pedagogical project. These discussions highlight issues such as the social function of Popular High Schools, the goals we set for education, the importance and performance of self-management mechanisms, the ways of working and evaluating at school, among many others.

Let us take a look at another research experience based on social-mapping, which is called 'The world is being in the neighborhood'.

Working programme: The world is being

Work was carried out with students from 'El Telar' Adults' High School, Don Torcuato, Party of Tigre, at the second quarter of 2015, within the subject 'Technology and Society'.

Mapping is used:

– To represent the social space where the students live.

– To represent the lived and perceived social space.

– To call into question the abstract, hegemonic ruling space.

– To pinpoint social issues.

– To build the generating theme.

– To problematise critically the generating theme with the aid of contents from the subject 'Technology and Society'.

Work plan

To work within the subject 'Technology and Society' in two classes from second year of a Study Plan for Youths and Adults at 'El Telar' High School, located in the neighborhood of Baires, Don Torcuato, Party of Tigre, Buenos Aires Province, Argentina. The creation and experience of Popular High Schools is preceded and inspired by the pedagogical project of 'El Telar' Youth and Adults' High School.

Let us see now the topics proposed by the subject 'Technology and Society' in the global world.

'Technology and Society', Second Year

The subject proposes to address issues, concepts and processes related to the knowledge of society and technology using a multidisciplinary approach from social sciences. It focuses on economic changes introduced by the new regime of accumulation that begins in the 1970's, on the transformations on capital/labour relations, and on technology, which is presented as a social

relationship and questioned as such: description and analysis of changes in work and production organisation and their role in the subordination of labour to capital. Also, it proposes to study the spread of neoliberalism in Latin America and the extractive model as a capital's new technology of expansion and accumulation. Additionally, it touches on the role of the state, the strategies of resistance and new perspectives/proposals for producing and interacting with the environment, ranging from agroecology to ecology and environmentalist politics.

'Technology and Society', Third Year

The subject aims to address the issue of social movements in capitalist society from a sociological and anthropological perspective. Since the beginning of the 1980's and particularly since the middle of the 1990's, with the outburst of new forms of protest there arose multiple movements, portraying deep changes in the social structure of our country. Furthermore, it is proposed to tackle the link between social movements, communication and education, the new information technologies and hegemonic and counterhegemonic disputes in the field of global and local communication.

Let us look now at the pedagogical moments of the programme 'The world is being'.

The work involves a picture of the representational spaces arising from the social mapping of Baires, Bancalari and Basualdo neighbourhoods, the perception of the lived, devised space and the social space of practice.

Workshop/classroom:

A work group is organized and they are given a map of Don Torcuato including Baires, Bancalari and Basualdo neighbourhoods.

Street map of Don Torcuato


Barrio Basualdo

Barrio Bancalari

First moment of the workshop

Instructions: to observe the map, to locate themselves on it. Observation by localisation, to zoom in and out.

Zooming in:

1. To observe the streets and identify them, to delimit the neighbourhoods
   This is a moment saturated with social meanings, significations embedded in the neighbourhood's social reality, territory experiences arising from an abstractedly lived and devised place, straining consensual spatial boundaries, social representations, marks of differences, topologies of the perceived social space: at the back, on the top, underneath, behind.
2. Choosing iconography in order to delimit the space
   Moment of interchange: pictures, colours, magazine and newspaper images. Collage, drawing as an instance to represent and synthesise the individual through the picture.
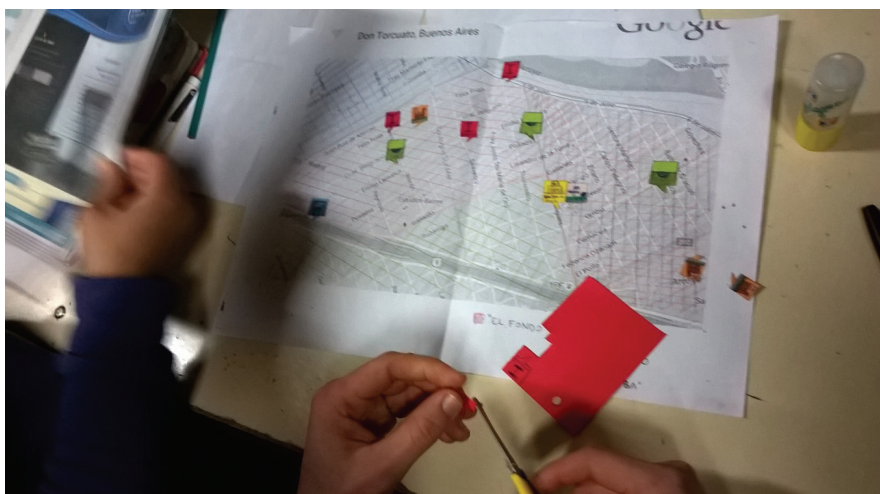
3. Entering and exiting the neighbourhoods, dialogues, debates, experiences
   Accounts from yesterday and today, local knowledge, neighbourhood is-
   sues –insecurity, drugs, workplaces, the stream, life past stories, the pre-
   sent, pollution, floods, politics, police. The state, elections, public works:
   sewers, gas, water, street pavement.
4. From individual to collective moment
   Account from singular experiences and collective dialogue in the compo-
   sition of social space. Time and space interlink as one single moment.
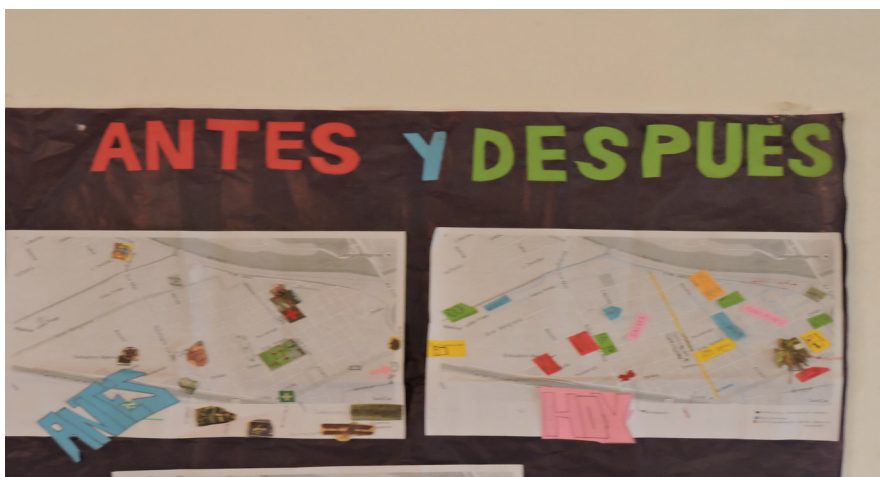
5. The assembling of the map begins
    Delimitation of neighbourhoods and definition of social, economic and
    political issues arising from dialogue and debate.
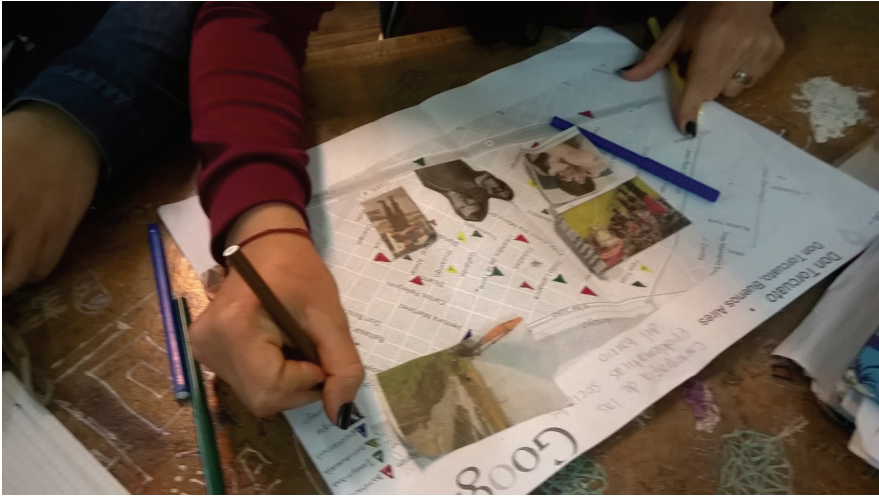
6. Communication
    Reporting document on Power Point including a collectively produced so-
    cial map, photographs of the neighbourhood/s that depict what the stu-
    dents want to show, highlight using images. To get around the neighbour-
    hood from the standpoint of technical reproducibility, to set apart and ob-
    jectify themselves, to look through the lens, to look at the picture.
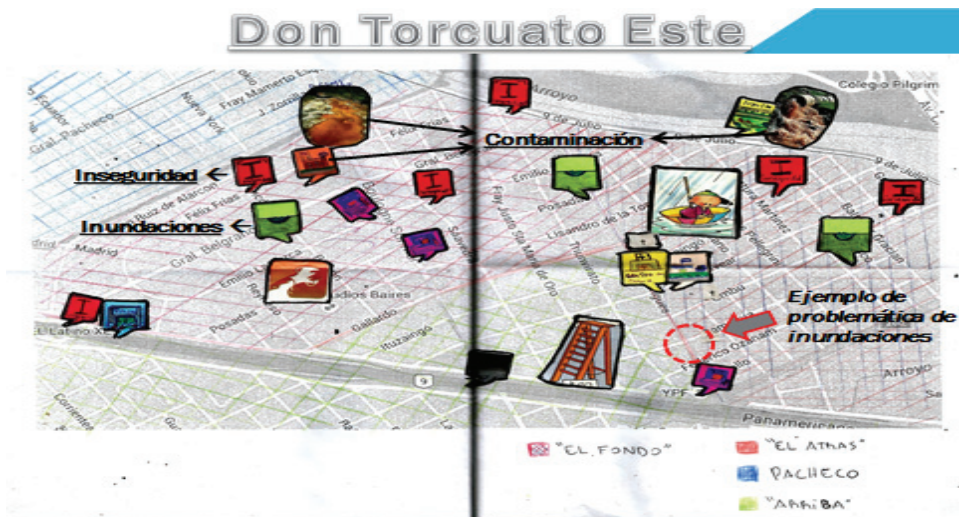
Picture: a neighbour jetting a storm drain.

Issue drawn from the picture as selected by Miguel:
Absence of the municipal government; role of the state.

7. Training workshops with social organisations committed to socio-environmental issues in the Party of Tigre. It is proposed to make use of thematic bibliography suggested in Block III of the subject 'Technology and Society'

A training workshop is organised to debate over the extractive models of non-renewable resources and technologies.

Encounter with social organisations: meeting with the local Assembly and the Inundated People Assembly both from the Party of Tigre.

Second Moment of the workshop

A: Generating theme

They arise from the drafting of the map, the systematisation of the map, the collective visualisation of the map, which take place at the mapping workshop and from the communication and socialisation with other organisations at the meeting with the assemblies in Tigre.

1. The neighbourhood in the past and in the present: work, pollution on Basualdo Stream.

2. Leisure in the past and in the present: fishing at the river, children's play.

3. Insecurity, floods, police and state

4. Informal labour, cooking and selling on the street, selling at the doorstep.

5. Public policies, basic services: gas, water, sewers.

6. Role/function of the State. How to demand and organise themselves in the face of unawareness.

B. Problematisation of the generating theme
   Instruments:
   Bibliography of the subject 'Technology and Society'.
   Audiovisual material: Desiertos Verdes de Olivera.
   Workshop with the Inundated People Assembly and the local Assembly from Tigre.

Collective discussion among classes and teachers of 'El Telar High School'.

C. Political-pedagogical intentionality:

– To make the students capable of visualising themselves on the background of the neighborhood and the daily, historical, political and social issues that they deal with in Baires, Basualdo and Bancalari neighborhoods in Don Torcuato, Party of Tigre, Province of Buenos Aires.

– To make them able to visualise the problematics, discuss over them and relate them with the following issues: role of the State, extractive model, public policies, capitalism of insecurity and informality. Capitalism by dispossession. The public and the private. Financial bubbles.

– To promote defragmentation and visualisation of the collective and its actions, demands, proposals in the social space of Tigre, links with Technology and Society's conceptual contents addressing the issue of new social movements and its organisational forms, its relationship with the state, self-management practices.

– To encourage through documentaries to visualise the situation of the rest of Argentina in the light of the growth of the extractive model and its effects.

– To influence on the organisation of collective spaces in Baires, Basualdo and Bancalari neighborhoods.

Collective actions

Relation with the Group of Women engaged on genre issues and graduates from 'El Telar' High School.

The invitation to the assembly entails extending and linking memoirs and experiences from the neighbourhood, which have arisen with the help of mapping. The map allows us to hold the rearticulation of social space.

Images of collective mapping
Students from 1° B and 2° B

Third Moment of the workshop
Retrospective reflection/feedback
Practice exceeds the written account.

The mapping action and the representation of subjective experiences exceed the written account, which is put into question and strengthened through action. They establish a space-time relation that transcends the classroom and at the same time fill up the pedagogical relation with social meanings, so that it makes possible the collective construction of knowledge, decentering the teacher in the relational space of the classroom, encouraging plural time and spatial knowledge to emerge in the singular and collective experience of the students and the teacher/co-ordinator. The knowledge that is thus produced mediates amongst classroom, school and neighbourhood, articulates the town, the party and the country. It questions the unity of territorial abstract domination, it allow us to de-territorialise and then to re-territorialise ourselves.

By way of conclusion

Participatory Action Research, and particularly Participatory Action Research in education experiences, have re-emerged in Argentina in the background of the social upsurge of the 2000's, the resistance against neoliberalism and the need to gather together collective emancipatory actions that pose territorial demands to local and superior levels of government and build a territorial popular power through alternative, participatory, solidarity spaces, constituting new subjectivities in opposition to multiple forms of oppression. Social organisations and Popular Education experiences engender the dispute for knowledge and produce knowledge in order to create networks, to capture the movement and not just the substance of social movements and their actions, to defragment the social space, to strengthen links and actions and to visualise ourselves on the territory as a place and a habitat. It is important to underline that participatory research, participatory Action Research and participatory Action Research in education teams are integrated by teachers/researches who come from different academic units, from research institutes that are part or join in with national universities, trade-union's research centers and who are at the same time: not before and/or after social activists.

Although Participatory Action Research still holds a subordinate position in and for the academy, there are more and more teachers, researchers and students who share a new 'ethos' that questions binary dichotomies which legitimise knowledge/s. A silent battle is taking place at the academy, a battle that displaces, opens, moves (in) the boundaries of the neighborhood, the recuperated factory, political and trade-union alternative education initiatives, trade-unions, trade-union centres, etc.

An intellectual organic subject that is not at the rear or at the front but in the middle and at the origin, a subject which strains and is strained by circumstances affecting Latin America: resistance to neoliberalism, emerging traditions and reinventions producing knowledge that questions the abysmal thought (De Souza Santos, 2010). We could only speak of tendencies now, for an epistemological field of the Popular has not been consolidated yet. The academic career and its mode of reproduction need to preserve meanings and practices that operate as cooptation mechanisms. However, there are more and more knowledge production and actions involving Participatory Action Research, Participatory Action Research in education and Popular Education together with social movements in the demands and construction of popular power in 2016's Argentina.

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