

# Memoriando tejidos: reflexiones y tensiones en procesos de construcción de saberes situados en Granada, Antioquia

## Creating memories of weavings: reflections and tensions in processes of knowledge construction situated in Granada, Antioquia

## Memoriando tecidos: reflexões e tensões nos processos de construção de saberes situados em Granada, Antioquia

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## RESUMEN

El texto presenta la memoria metodológica de una investigación interdisciplinaria, colaborativa e interinstitucional que buscó acompañar el fortalecimiento comunitario en Granada, Antioquia. La perspectiva cualitativa estructuró tres momentos: 1) Formativo; 2) Investigación - Acción; 3) Acción - Transformación. El proceso fue colaborativo en tanto se formó un Equipo Base con líderes comunitarios para realizar Encuentros de Saber y coproducir programas radiales. La memoria metodológica que se detalla gira en dos grandes apartados, a) los logros: 19 líderes formados con un curso abierto certificado, un Encuentro de Saber en cada una de las 5 cuencas del municipio y 14 microprogramas radiales divulgados en la emisora radial. B) Las reflexiones y tensiones: gestar la condición participativa en procesos que se definen entre tiempos administrativos, investigativos y comunitarios; coordinar, conversar y mediar con líderes comunitarios y los intereses situados en sus territorios para co-construir metas comunes. Se concluye que la transparencia de los procesos, la comunicación abierta y la inclusión de coinvestigadores de las organizaciones aliadas, permite sostener confianzas y alianzas que dinamizan la tensión y procuran coordinación, cooperación y construcción entre los intereses de la academia, la diversidad de saberes involucrados y las apuestas de la comunidad.

**Palabras clave:** investigación interdisciplinaria; investigación participativa; saberes locales; participación comunitaria; ciencias sociales.

## ABSTRACT

The methodological memory of an interdisciplinary, collaborative, and inter-institutional research project that accompany community strengthening in Granada, Antioquia, is presented. The qualitative perspective structured three stages: 1) formative; 2) Research-Action; 3) Action-Transformation. The process was collaborative in that a Core Team with community leaders was formed to conduct Knowledge Meetings and co-produce radio programs. The methodological report revolves around two major sections: a) the achievements: 19 leaders trained with a certified open course, a Knowledge Meeting in each of the 5 watersheds of the municipality, and 14 micro radio programs broadcast on the local radio station. b) Reflections and tensions: fostering the participatory condition in processes that are strained between administrative, investigative, and community timelines; coordinating, conversing, and mediating with community leaders and the interests situated in their territories to co-construct common goals. It is concluded that the transparency of the processes, that is, open communication and the inclusion of co-researchers from allied organizations, allows for the sustaining of trust and alliances that energize the tension and promote coordination, cooperation, and construction among the interests of academia, the diversity of knowledge involved, and the community's initiatives.

**Key Words:** interdisciplinary research; applied research; local knowledge; community participation; social sciences

## RESUMO

Apresenta-se a memória metodológica de uma pesquisa interdisciplinar, colaborativa e interinstitucional que buscou acompanhar o fortalecimento comunitário em Granada, Antioquia. A perspectiva qualitativa estruturou três momentos: 1) Formativo; 2) Pesquisa - Ação; 3) Ação - Transformação. O processo foi colaborativo na medida em que se formou uma Equipe Base com líderes comunitários para realizar Encontros de Saber e coproduzir programas de rádio. A memória metodológica detalhada se divide em duas grandes seções: a) os sucessos: 19 líderes formados com um curso aberto certificado, um Encontro de Saber em cada uma das 5 bacias do município e 14 micro programas de rádio divulgados na emissora de rádio. b) As reflexões e tensões: gerar a condição participativa em processos que se tensionam entre tempos administrativos, de pesquisa e comunitários; coordenar, conversar e mediar com líderes comunitários e os interesses situados em seus territórios para co-construir metas comuns. Conclui-se que a transparência dos processos, isto é, a comunicação aberta e a inclusão de co-pesquisadores das organizações parceiras, permite manter confianças e alianças que dinamizam a tensão e promovem a coordenação, cooperação e construção entre os interesses da academia, a diversidade de saberes envolvidos e os objetivos da comunidade.

**Palavras chave:** pesquisa interdisciplinar; pesquisa aplicada; saberes locais; participação comunitária; ciências sociais

## Antecedentes

In recent years, several studies have approached collaborative research in novel ways (Silva and Valdivieso, 2023; Freeth and Caniglia, 2020; León and Strickland, 2024), contributing to the advancement of the field and filling methodological gaps. Wine et al. (2022) analyze the collaborative research process, highlighting eight essential components: the formation of interdisciplinary teams, the

integration of different types of knowledge, effective communication among team members, and critical reflexivity. This study highlights these aspects in order to overcome disciplinary barriers and promote sustainable and contextualized research.

Authors such as Lozano et al. (2023) and Katapally (2019) explore participatory research and biographical narratives as tools for peacebuilding in educational contexts in Colombia. Their work demonstrates how these methods can strengthen understanding of social phenomena by incorporating local experiences and voices, which is crucial for the validity and relevance of studies in specific contexts. They conclude that “the use of participatory research is increasingly recognized for its potential to contribute to peacebuilding, especially in the development of peaceful solutions to community problems” (Lozano et al. 2023, p.3).

On the other hand, Sevilla et al. (2023), Coba et al. (2023), Thorne (2022), and Freeth and Caniglia (2020) advocate for the use of the arts and humanities as interdisciplinary tools, exploring historical research, memory, and emotion to contribute to pluralistic dialogue on intergenerational memories. In their study, Sevilla et al. (2023) highlight how these disciplines can offer unique perspectives and foster creativity in solving complex problems, integrating diverse forms of knowledge and facilitating a broader understanding of the phenomena addressed.

From another perspective, Mookherjee (2022) introduces the concept of “irreconcilability” in qualitative research, proposing a critical reflection on traditional methodological practices. This approach suggests adopting innovative and transformative methodologies capable of addressing the complexities and contradictions inherent in study contexts, as do Smith et al. (2020) and Naughton (2020), who agree on the need for methodological approaches that adapt to the changing and multifaceted realities of research environments.

For their part, Krystalli and Schulz (2022) advocate taking love and care seriously in research, arguing that these elements are essential for the creation of post-violence worlds. This participatory approach highlights the importance of human relationships and care in research processes, suggesting that these aspects can significantly improve the quality and impact of research. Similar approaches are taken by Stanard and Rios (2021) and Díaz Sánchez (2022), who recognize the importance of education in community development, underscoring the need for convergent approaches that integrate community well-being and emphasize how the training of professionals in interdisciplinary and interinstitutional contexts is vital to addressing complex problems in an effective and sustainable manner.

“ Authors such as Lozano et al. (2023) and Katapally (2019) explore participatory research and biographical narratives as tools for peacebuilding in educational contexts in Colombia. ”

What has been described so far highlights methods that demonstrate the importance of participant inclusion, a crucial element in the co-creation of knowledge and social transformation. Ames (2019) highlights the ethical dimension of these processes, stating that “transparency, reciprocity, and informed consent are essential in research practice to maintain integrity and respect for participants” (p.10). Furthermore, in community psychology, research with communities is built on participatory work that encourages the presence of others, implying that their voices, positions, and tensions are incorporated (Montero, 2003). It requires understanding the context and the place that each subject gives to the construction of knowledge, so that knowledge is constructed locally and situationally (Ortiz, 2023). However, when the findings are communicated, the focus is on achievement, limiting the space for the process experienced to achieve those achievements.

Consequently, documenting the trajectories, difficulties, and adaptations enriches the fields of study and provides a transparent basis for future research, allowing for reflection and understanding of the knowledge built collaboratively. The research that gave rise to this article is the result of the construction of inter-institutional alliances and trust between the Corporación Universitaria Minuto de Dios, Bello campus, and the social organizations Asovida and Tejipaz. The purpose was to accompany the strengthening of territorial ties among the inhabitants of the municipality of Granada, Antioquia, through the exchange of their memories about the territory, care, and community well-being.

Talking about building alliances and trust involves maintaining a presence in the territory for three years through research processes (López et al., 2020; Cataño et al., 2023; Jiménez et al., 2023; Cataño et al., 2024), which reveal the need to focus on building knowledge about memory, its intergenerational exchange, and the development of strategies so that what has been built can be applied in the effort to strengthen actions in favor of community mental health from the perspective of collective care and well-being.

Achieving this involved identifying the relationships built up over years of coordinated work with social and institutional organizations and recognizing strategies for reaching more people in the territory. With this in mind, and reflecting on the ethical, social, and political role of the social sciences, we opted for an epistemologically situated (Sandoval, 2013) and interdisciplinary research design that would address the identified needs: the lack of strategies for collecting and sharing the memories that the inhabitants of the municipality of Granada have built around acts of resistance in the face of conflict, but also of caring for themselves, each other, and their territory.

Given the above, the proposal moved between scientific and social interests. At the social level, knowledge generation sought to strengthen issues of social interest through the development of a training process with community leaders, who applied the knowledge built on the recognition of the needs of their contexts. At the scientific level, the starting point was the principle of social responsibility in research, which guarantees scientific and procedural validity (Vasilachis de Gialdino, 2019). The methodological exercise was based on the principle of co-participation, seeking the best ways to build knowledge with the agents involved.

Qualitative social research emphasizes the assessment of the subjective, the experiential, and the interaction between the subjects who carry it out. However, when the findings are communicated, the methodological process tends to be limited to the intersubjective dimension of those who designed it and the various dynamics that favor or limit action. In this regard, a risk is recognized, since limiting the space to discuss the methodological dimension of research can establish the notion of “showing research as if it were an architectural work (...) finished and polished” (Duarte, 2011, p. 45) and little of what actually happens: its tensions, the unforeseen events, decision-making, adjustments, and changes.

Consequently, this text seeks to write the methodological memory (Galeano, 2012) of a research project that asked how territorial ties between the municipality’s inhabitants are strengthened through the exchange of knowledge about care and well-being, generating as products the compilation of knowledge to produce audio

“ Talking about building alliances and trust has to do with being present in the territory for three years through research processes. ”

content that is disseminated through local radio. In order to account for this report, in terms of documenting what was planned, as well as the challenges and adaptations (Galeano, 2012), this article presents the three stages of the process (which will be discussed later) and, in each one, it draws on Jakeline Duarte's (2011) metaphor of "daytime research and nighttime research," structured around 1) what was planned, 2) reflections on the application, and 3) tensions during the application.

“ This text seeks to write the methodological memory (Galeano, 2012) of a research project that asked how territorial ties between the municipality's inhabitants are strengthened through the exchange of knowledge about care and well-being. ”

## Metodología

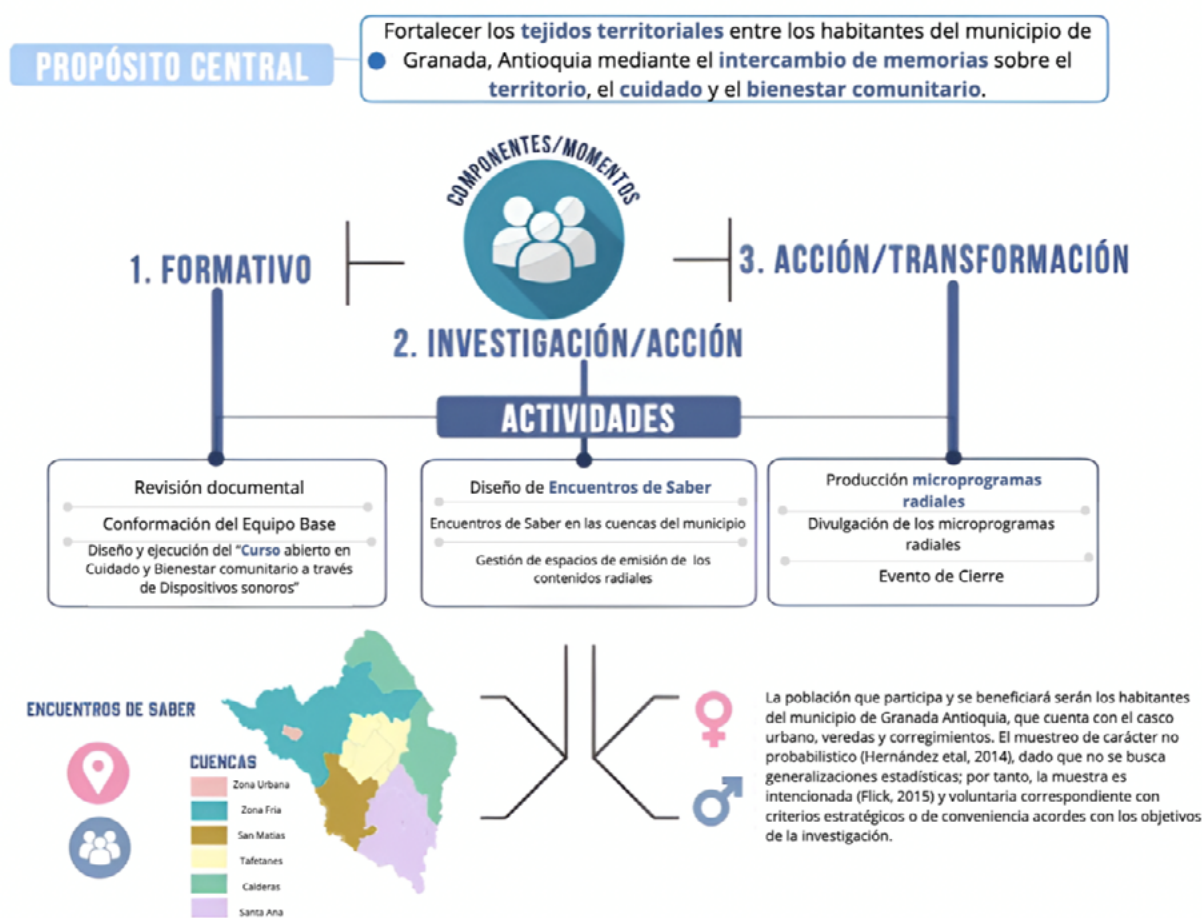
Methodology is the route that is designed and guides the process through which the problem posed is addressed (Villamil, 2003). In the particular case of the situated and collaborative exercise with the inhabitants of the municipality of Granada, it involved constant reflection on the notion of collaboration, interdisciplinary dialogue, and the intention to construct knowledge horizontally. The study was developed from a qualitative approach, based on the principles of participatory research, interdisciplinarity, and interculturality. According to Corona Lisboa (2018), qualitative research is characterized by its ability to explore and understand phenomena in depth, using methods that allow direct interaction with participants and an understanding of the contexts studied. This was essential to capture the complexity of the social and territorial dynamics of the municipality of Granada.

The sample was constructed using purposive sampling (Flick, 2015), based on criteria of relevance and representation of key actors in the territorial strengthening process. It consisted of 70 people living in the territory, of diverse genders, ages, and organizational affiliations, whose participation was voluntary and with informed consent, respecting the ethical principles of research.

The methodology is characterized by its interdisciplinary approach, integrating knowledge and techniques from three disciplines, namely: observation through participation (Hermitte, 2018), Knowledge Encounters (De Carvalho and Flórez, 2014), and sound content production, with the aim of addressing problems from multiple perspectives. It is also collaborative, given that community members from different roles, frequencies, intensities, and commitments were also involved in its conception, management, and development. Thus, it was structured in three key moments, which are presented in Figure 1.

Figure 1. Structure of the applied research

## Estructura la investigación aplicada



**Note:** Prepared by the author based on this research.

The analysis of the information involved cross-referencing methods at each stage: for the Formative stage, a documentary review (Galeano, 2012) was carried out, recorded in files and with category mapping; and for the Action Research and Action Transformation stages, the analysis was based on Grounded Theory (Strauss and Corbin, 2002) with field diaries and cross-referenced readings for classification through segmentation, coding, and open category classification. Transformation phases, the approach was based on Grounded Theory (Strauss and Corbin, 2002) with field diaries and cross-readings for classification through segmentation, coding, and open and axial categorical classificatio.

“ The methodology is characterized by its interdisciplinary approach, integrating knowledge and techniques from three disciplines, namely: observation through participation (Hermitte, 2018), Knowledge Encounters (De Carvalho and Flórez, 2014), and sound content production. ”

“References were found that demonstrated its potential through the proposals of Participatory Action Research (PAR) as an ontological, relational, and methodological perspective that gives rise to dialogue and transformative options.”

## Resultos

### What was planned: daytime research

Following Duarte's metaphor (2011), this section will discuss planning and its achievements. The idea of the three stages of the project emerged from the interests and needs we had been discussing with our friends in the territory, based on the possibilities and intentions of co-constructing knowledge beyond the traditional exercise of answering a question, and on the idea of the social function of research, its validity and usefulness in the territories, research situated in context, in time, space, and social conditions.

Based on these assumptions, references were found that demonstrated its feasibility through the proposals of Participatory Action Research (PAR) as an ontological, relational, and methodological perspective that gives rise to dialogue and transformative options (Colmenares, 2012). For this author, her research mediated by PAR is proposed in four phases: the ideation of the theme, planning, execution and analysis, dissemination, and closure. Taking these considerations into account, an exercise was designed and validated based on three phases that are interconnected, flexible, reflective, and emergent, which ultimately resulted in the formative phase, the action research phase, and finally the transformative action phase. See how action was the hinge that articulated the process.

During the training phase, a document review was conducted to provide content for the categories of territorial fabric, community spirit, community mental health, and communications for development. The following was achieved: 1) agreements and commitments from the actors involved, 2) formation of the Core Team with invitation criteria designed by the co-research team, 3) curriculum design for an open course, and 4) the training process aimed at the members of the Core Team.

**Table 1. Achievements of the training period**

Process	Participants	Products
Forming a Core Team	20 leaders	Open course on Care and Well-being through Sound Devices, consisting of four thematic units, certified by UNIMINUTO, Bello campus  Basic booklet "Territorial Networks: A Recreational and Educational Log on Community Care and Well-being through Sound Devices" given to each leader participating in the process

**Note:** Prepared by the author based on this research.

In the second phase, called Action Research with the members of the Base Team: 1) Knowledge Encounters were designed based on knowledge of their contexts and articulating the topics that were reflected upon during the training phase; 2) Five Knowledge Encounters were held, one in each basin of the municipality of Granada (department of Antioquia); and 3) In the planning and implementation, a radio pre-production exercise was included, guided by the questions: What are we going to record? How do we want to record radio? Who will speak?

**Tabla 2. Logros del momento Investigación - Acción**

Proceso	Participantes	Productos
Design of Knowledge Encounters	Core Team	5 guides for planning Knowledge Encounters created by participating leaders, integrating the k
Holding Knowledge Meetings	1. Members of the Aguada Community Action Board Students and teachers from the educational center 2. Community leaders Members of the soccer tournament; Member of the Community Action Board 3. Rural community leaders 4. Members of the Santa Ana Community Action Board Students and teachers from the educational institution 5. Rural community leaders	Five meetings on knowledge by watershed in the municipality:  <b>1. Calderas Basin</b> , La Aguada Village <b>2. Tafetanes Basin</b> , Tafetanes Village <b>3. San Matías Basin</b> , Galilea Village <b>4. Santa Ana Township</b> <b>5. Zona Fría Basin</b> Urban area, Granada
Audio recordings of some moments from the meetings	Recordings of knowledge exchanges on territory, care, memories, leadership, and the role of women	18 hours of audio recordings

**Note:** Prepared by the author based on this research.

Finally, in the third stage, called Action - Transformation, 1) the sound recording was collected,

2) Three radio microprograms were classified and produced for each watershed, for a total of 14 microprograms, narrating the characteristics of the territory, its history, and the memories of its inhabitants. Their stories about community well-being and care were considered in the production as a way of building citizenship and strengthening the territory. This audio exercise was co-produced with the Base Team and broadcast by the municipal radio station through the radio series “Memoriando nuestros saberes granadinos” (Remembering our Granada knowledge).

**Table 3. Current achievements Action - Transformation**

Participants	Products
Boilers	1. History of Boilers 2. Boilers—Self-Care
Taffeta	3. Entrepreneurship 4. History of Tafetanes 5. Tafetanes Territory
San Matías	6. Defense of the Territory 7. Community Action Board Presidents 8. Women’s Group of the Santa Ana
District 9. Santa Ana	9. Memories and Territory 10. Weavers of Peace 11. Gabriel and his story
Cold Zone	12. Cultivating Ourselves 13. History of the Basin 14. Memory, Leaders, and Encounter

**Note:** Prepared by the author based on this research.

## Reflections and tensions during implementation: nighttime research

During the initial phase, the research team focused on understanding the context and co-constructing the specific objectives of the project. Meetings were held with key community stakeholders and participatory meetings were held to identify needs and expectations. This process laid the foundation for planning the study, which was not without its difficulties, such as coordinating schedules and participant availability. Community leaders are often characterized by their willingness to help, but they have complicated schedules. Their management and coordination skills sometimes prevent them from asking why certain actions are being taken and how they can be incorporated into their agendas. In these cases, dialogue between the community and academia facilitates knowledge sharing, and research acts as a bridge when it is established collaboratively by involving leaders as co-researchers.

“ During the initial phase, the research team focused on understanding the context and co-constructing the specific objectives of the project. Meetings were held with key community stakeholders and participatory meetings were held to identify needs and expectations. ”

During that initial formative period, despite all the achievements described above, there were tensions of an administrative, community, and research nature. The first (administrative) tensions were associated with the timelines of the sponsoring institutions and budget execution, while the third (research) tensions were associated with the timelines established in the calls for proposals, which put pressure on the community's timelines (the second), which are not marked by administrative logic. In this regard, reflections among the research team allowed us to recognize how years of trust and sustained friendship were conducive to navigating these three timelines, fulfilling commitments, and reaching agreements.

The implementation of the training process posed several challenges for the researchers. First, accompanying the training process with the core team, as spaces for dialogical and reflective encounters mediated by the categories of research and not as colonizing scenarios of a single knowledge. Second, to promote the appropriation of the pedagogical booklet as training material applicable to their territorial needs. Third, to make the long sessions more dynamic and avoid the use of traditional strategies such as slides, texts, whiteboards, and notebooks.

Consequently, the focus was on identifying how to transform traditional strategies for action and support with community leaders, whose daily dynamics mean they are constantly on the move and where attention, concentration, focus, and teamwork (achieving a common goal) are essential. Thus, the support strategies designed were:

- Schedule more meetings than those previously established
- Design guides that explain in greater detail other previously developed inputs
- Hold virtual follow-up meetings
- Make support and follow-up calls for the work that each group was doing

During the Research-Action phase, the challenge was to learn about the community experiences of the municipality's inhabitants in terms of territory, care, and well-being, through Knowledge Encounters designed by the Base Team. These encounters emerged as a technique consistent with interdisciplinarity and community collaboration and were implemented as a vital space for exchange. Procedurally, it was necessary to divide the Base Team to cover the municipality's five watersheds. In doing so and beginning the process of holding the knowledge meetings, it was found that:

1. Some members of the Base Team had not participated in previous Knowledge Encounters
2. The division of the Core Team by watersheds, in order to hold at least one meeting in each one, did not mean that everyone was familiar with the watershed

3. Planning the Knowledge Meeting went beyond identifying the situation to be strengthened. It also required logistical coordination of spaces, management of refreshments in the area, and coordination with local actors.
4. Not all subgroups achieved synergy. This affected: a) presenting plans and making adjustments (course requirements) b) coordinating to carry out each moment and c) sharing plans and gathering community knowledge for radio programs.

Faced with these tensions that emerged during the first meetings, as a research team we reflected on our role at each moment, the clarity we had as a group and how it was conveyed in the process, the flexibility or rigidity in the face of the plans made and the relevant and necessary adjustments that were called for in light of the project's objectives, the interdisciplinary and interinstitutional conversations, and the ethics of good work with the community.

Thus, through team discussions and analysis of the data collected, the need to be attentive to divergent expectations and ensure equitable representation of voices was identified. The participation of the Core Team and those invited to the Meetings made it possible to identify the problems, potentialities, and available resources, strengthening more proactive visions that were translated into adjustments to the processes. For example, not all the Meetings would be held in the spaces initially planned: one meeting was held during the preparation of a community stew, an action incorporated into the objective of the Meeting by the members of the Core Team, since the research team had already been reflecting on the flexibility of the process, how to understand the role of accompanying the Base Team, and the dynamics of each community.

The Action-Transformation phase implicitly raised the question of how to ensure that collectively developed knowledge could reach more people, especially those living in villages far from urban centers, thereby contributing to the strengthening of strategies for social support, care, community roots, and a sense of community. Radio, as a medium of recognition in rural areas, was the strategy and platform for disseminating the content. As described in Table 3, 14 radio microprograms were produced and broadcast by Granada Stereo, a partner in the research.

“ At the time, Investigación-Acción faced the challenge of learning about the community experiences of the municipality's inhabitants regarding the territory, care, and well-being through Knowledge Encounters designed by the Base Team. ”

In relation to the tensions of the process and its implementation challenges, the following was achieved:

- a. The risk of information overload for the Core Team. They participated in a training process where they designed Knowledge Encounters (covering all stages before, during, and after) and also had to identify the topics to be compiled for the microprograms and coordinate their recording.
- b. Recording high-quality audio: as the recordings were made in open spaces with various noises, there was no guarantee that the voices would be clear or that all of them would be recorded.
- c. Explain clearly and transparently to meeting participants how the audio material will be used, as fears, doubts, and mistrust regarding the use of the recordings were identified.
- d. Review the 18 hours of recorded material collected. Many of the audio recordings were discarded due to their poor quality.
- e. Group knowledge, interests, and topics, and edit according to the commitments established with the community.

Finally, during the process of accompanying community strengthening, in compiling achievements, reflections, and recognition of the tensions that shaped this methodological memory, a correlation was formed that seems to weaken the strength of collective action identified in the members of allied social organizations. The reflections and recognition of the tensions that shaped this methodological memory, a correlation emerged that seems to weaken the strength of collective action identified in the members of allied social organizations. These organizations have managed to weave together through their forms of organization the need to understand what has happened to them, to defend their ways of community life, and to reorganize themselves as a community. We call this correlation “weakening factors” (Figure 2). They were observed in three areas: forms of organization, means and channels of communication, and strategies for managing and coping with emotions.

**Table 4. Reflections: factors weakening the community fabric**

Forms of organization	Means, channels, and forms of communication	Management strategies and emotional coping
Not knowing the purposes of collective actions	Difficulty connecting	Invisibility of feelings (one's own and those of others)
Lack of clarity in roles	The circulation of various messages by different channels	The effects of violence: apathy, distrust, indifference, fear that prevent rapprochement
The saturation of actions in a single agent	Invisibilizing and ignoring the contributions from other voices (children, young people, other groups)	
The primacy of individual interest over the collective	The way messages are conveyed (the desire to communicate without thinking about how to communicate)	
The failure to build agreements	Not listening (to oneself/others). The priority of one's own voice over others	

**Note:** Elaboración propia a partir de la presente investigación.

## Discussion

The retrospective analysis of the applied, collaborative, interdisciplinary, and interinstitutional research process recognizes the challenge of materializing its initial ideas and designs in the face of the reality of linking institutions, academia, and the community, as proposed in the works of Silva and Valdivieso (2023) and Freeth and Caniglia (2020). In particular, Wine et al. (2022) affirm the existence of essential components such as: 1) the formation of interdisciplinary teams, 2) critical reflexivity, and 3) effective communication, that is, in real time and with clarity regarding the scope and limitations of the research.

Transparent communication at all stages of the research process is key, as are reflexivity and collaboration, which enable clear and assertive communication regarding objectives, methods, and results. These perspectives coincide with the developments of Smith et al. (2020) and Naughton (2020). These approaches complement the ideas of Ames (2019), who highlights the ethics of action, and Montero (2003), who recognizes the values of commitment and collaboration as catalysts in community strengthening processes.

Consequently, these ways of developing knowledge are socially valid and legitimate and acquire a degree of scientificity when shared with a supportive and welcoming academic community. These approaches are in line with those proposed by Krystalli and Schulz (2022). However, the priority must be their social validity, and in this regard, the principles of the socio-critical perspective are of great value, as it is an ontological perspective

“ Methodological memory emerged as an essential component of the process. By documenting formal and informal aspects, it is possible to reflect on what was planned and the path taken. ”

that proposes other ways of relating and constructing objects of study that are closer to social reality. Among these are positions such as those of Stanard and Rios (2021) and León and Strickland (2024) when they commit to education for development, with community well-being as a co-constructed goal based on the training of professionals who act from interdisciplinary perspectives for action situated in the territories with intercultural views.

## Conclusions

The methodological report emerged as an essential component of the process. By documenting formal and informal aspects, it is possible to reflect on what was planned and the path actually taken. Thus, we maintain that the process carried out supports the notion that research with communities is dynamic and constantly evolving. The challenges faced, such as the need to adapt to unforeseen changes and deal with the complexity of social interactions, demonstrate the imperative of a flexible and dialogical perspective that allows for the recognition of cultural, economic, political, historical, and other particularities that will influence the form that the research takes.

Collaboration with social organizations such as Asovida and Tejipaz was essential in establishing a relationship of trust with the community. These partnerships enabled meaningful participation by the municipality's residents, who contributed their experiences and knowledge to the development of the project. The participatory methodology used in this study, focused on action research with its Knowledge Encounters, proved effective in gathering knowledge and promoting collective memory.

Daytime research and nighttime research show two scenarios in terms of the institutional design proposed for project implementation and what is achieved, its results, products, and the forms taken by the process, which are consistent with collaborative construction with stakeholder groups.

## Statements

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