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**Thesis Summary:  
The Biology of Knowing in Education: dialogues  
with the Liberation Pedagogy**

**Resumo de Tese:  
A Biologia do Conhecer na Educação: interlocuções  
com a Pedagogia Libertadora**

**Resumen de Tesis:  
La Biología del Conocer en la Educación: diálogos  
con la Pedagogía Liberadora**

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**Resumo:** This thesis brings two Latin-American philosophers as main references, Humberto Maturana and Paulo Freire. Both are contemporary authors, and the celebration of Paulo Freire's birthday centenary matched to Maturana's death in 2021, although it is unknown if they ever met while living. Taking as a starting point the fact that the Brazilian educator and philosopher lived in Chile part of his time in exile, here are proposed some points of contact between their ways of thinking. In opposite of Freirean philosophy and pedagogy, remarkable and widespread in Brazil and in the world, the history of Maturana's ideas is relatively hidden, in spite of the educational field's interest around his legacy in the last years. Therefore, the general aim of this work is to present the origins and the fundamentals of the Biology of Knowing and to discuss its implications in education whilst in dialogue with the Liberation Pedagogy. From this mayor objective, three specific aims were defined: a) to contextualize historically and scientifically the Humberto Maturana's intellectual production and to show the reception of his thought in the educational research; b) to explore and analyze the experience of a private school localized in Sao Paulo (Brazil) inspired by Maturanian theory; c) to delineate ontological and epistemological convergences between the assumptions of the Biology of Knowing and the Liberation Pedagogy. Methodologically, this research dealt with conceptual and non-conceptual approaches applied by the History of Science to reconstitute the historical and scientific context in which Maturana's work was developed; the ethnography case study and the Discursive Textual Analysis were employed to investigate and to analyze the school; and finally, a bibliography research about Freire's life and work was performed in order to prove connections with the Maturanian philosophy. Maturana's academic trajectory is highlighted, which made him one of the main exponents of the Cybernetics movement in South America and made him known by his particular approach about the phenomena of life and knowledge. The repercussion of his ideas in the field of Brazilian educational research shows a scattered and relatively late appropriation, in contrast to the reality of the school investigated, which this author is taken as reference to idealize, organize the educational space and to work, betting in a kind of "pedagogy of conviviality". The convergences between Maturana and Freire are referred to

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the origin and to the nature of the human, to knowledge as creation, to the ontological opening of the biological and historical phenomena and to the humanization as an ideal and to the process of education. These interlocutions support the possibility of harmonizing biological and philosophical fundamentals of educations in favor to emancipate educational practices.

**Keywords:** Humberto Maturana. Paulo Freire. Fundamentals of Education. Epistemology. School Ethnography.

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