



Presentation

National variations in cursus in sociocultural community development and their impacts on the status of sociocultural community developers: university sectors, professional apprenticeships in organisations and autotraining through militancy

Jean-Marie Lafortune

Editor, international Journal Sociocultural community development and practices
Professor, Department of social and public communication, University of Quebec in Montreal (UQAM), Canada
lafortune.jean-marie@uqam.ca

André Antoniadis

Editor, international Journal Sociocultural community development and practices
Professor, Haute école de travail social et de la santé · EESP · Lausanne, Suisse
andre.antoniadis@eesp.ch

We find according to socioeconomic contexts and forms of cultural intervention developed in different countries various training methods which have each their reference table of skills and their sociocultural relevance. This edition of the Journal draws up a current inventory of formations in sociocultural community development in Europe, in North America and in Africa according to places and levels of formation and approaches certain problems such as the contents of the trainings process and the vocabulary used, which can vary from a geographical area to another, as well as the development of vocational trainings based on action by opposition to the notion of reflexive practitioner.

Entitled « La formation en animation socioculturelle en Suisse », the text of Yuri Tironi and al. depicts strengths and weaknesses of the program offered to the students before ending on the efforts announced to mitigate the latter. If academic cursus given within high specialized schools is of quality and adapted to actual reality, as shown by the ease with which graduate students find a job, efforts must be granted to widen the theoretical corpus and inform more widely the profession as it appears in Helvetic context. The central pivot consists in anchoring data and ideas in a relevant territorial reality.

Ana da Silva lists in her article « La formation des animateurs et animatrices au Portugal » the successive phases of formalization of the status of the sociocultural community developers in this country. Last document to face this challenge, the report published in 2010 by the Association for the deployment of sociocultural community development depicts the structures and the access roads to careers in this sector following types of diplomas at any levels of the national education and the organizations in which these jobs take place (public, community and corporate). While admitting the importance of this fight for the recognition of sociocultural community developers, the author underlines the specific contribution of a multi-disciplinary training for « professionals » in this field considering the absence of more official status.

Associating the professionalization of sociocultural community development with the influence of the economic power over cultural action, Martin Lussier and Janik Bastien-Charlebois show strong reserves with regard to the formal recognition of this function. They wonder, in their text « L'animation culturelle au Québec : une praxéologie en attente d'envol », on the real motives and effects of this quest of status on the practices. If they notice that generally cultural circles have to compose with limited resources, they evoke the reality quite different of the rich cultural industries, where an increasing number of graduate students work. The authors worry about limits put in this sector in terms of reflexive and critical postures and wonder if the development of programs, their orientation and contents have to obey from now on a logic of employability and market needs.

Étienne Leclercq defends three points of view in his text « Une expérience universitaire de formation à l'animation et l'éducation permanente en Belgique ». First, he insists on the fact that, whether it is of university level, the training offered by the Institute of high studies in social communication is established on a by project based pedagogy in answer to the demands of sponsors, which confers it a strictly practical character. Second, he notes the tension which persists between a training in sociocultural community development, centred on social change, and an educational approach based on individuals expressiveness. Third, the author mentions the emphasis in this type of training on the use of new media which transforms the conception of action.

Ulrike Armbruster-Elatifi's article, « La formation du travailleur social se fait dans la rue » reports a professional practice of trainors in social work in Switzerland. The Oasis intergenerational module, presented in the text, joins in the trail of the tensions which characterizes teachings in specialized high schools allying fundamental theoretical knowledges and practical expertises. The author develops a didactic model and proposes a methodology of intervention in the urban public place which takes into account the generational aspect. This paper also questions the notion of intergenerational through the comments of students in social work, because the latter wonder about the generational links in the urban public place and about the relevance to act as a social worker.

Free section

The article of Fadir Delgado Acosta and al., « Café artístico: Experiencia cultural de libertad engalanó mediar simbólicamente », described and analyze a cultural experiment which leans on theories such as symbolic interactionism and cultural mediation. According to them, these anchorings are a basis for theoretical formation and public participation. The authors consider that the experiment of an outdoor café, which constitutes for them a bet with regard to social inclusion and cultural coexistence, raises the question of the priority granted whether to cars or to pedestrians, to transportation or to collective artistic creation.

Does collective intervention strengthen the right of citizens to speak in their community and contribute to free expression on subjects that matter for them? How operates this intervention in a given region so that their voice is considered in the construction of common sense? Is this process revitalize citizenship in a democratic system ? Such are the central questions of the text of Ina Motoi « La remise en question l'intervention collective facilite-elle la participation des citoyennes et des citoyens dans la société par leur positionnement critique? »

The last contribution, « Actuando lo nuevos escenarios: diálogos entre teatro, violencia adolescencia - el proyecto Vacío de eso el arte », from Tânia Baraúna, focuses on the impacts of educational, political, social and artistic practices inspired by the Theater of the oppressed (A. Boal) and of the Pedagogy of the oppressed (P. Freire) in terms of apprenticeship and renewal of a collective identity of teenagers and their community in situation of violence and oppression. These approaches propose a theatrical form which favors the abolition of the traditional relation between spectator, actor and apprentice to put at the heart of the dramatic practice the link actor-apprentice.

Finally, you will note the presence from now on of Swiss colleagues in the edition of the Journal. Established in 2012, this collaboration between the institutions increases significantly the resources we have and will favor a larger diffusion of our publications.

Enjoy the reading!