



Presentation

Development resulting from community action

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Community action refers to any initiatives that come from a community (local, identity-based, or interest-based) or from public institutions, through professionals, with the goal of providing a collective solution to a social problem or common need. Its history is multifaceted and, in some countries, barely documented. It can use strategies that are consensus-based, that raise awareness, or that even involve conflict, as long as it is based on the principle that citizens have the most aware knowledge of their experiences, that they have resources, and that the process created by the action increases their power to act.

Analyses

The most common reference to empowerment by actors who want to make it play contrasted roles, whether they join militant circles or those of management, requires the renewal of the questioning on the signification and the impact of this strategy of intervention to which professional sociocultural developers frequently turn. In his text « L'empowerment radical : jalons pour une animation critique », Jean-Marc Ziegelmeyer scrutinizes the contradictory uses of the concept. The theoretical conflicts that arouse are linked to major political choices from which social workers cannot exempt themselves if they wish to define a new professional framework in sync with the contemporary political issues. The author proposes a critique from a genealogical approach which considers concerned theories and practices according to what is at stake in matter of truth and power.

The need for understanding the social impacts of community methodologies leads to think about the reflexive processes which result from the relation between the subject and the object collectivized in the very methodological process, thus treated with certain elements which occur in this relation. Consequently, the role which ensues from the political intentionality of sociocultural community development and the role of the sociocultural community developers authorize or not to generate scenarios which widen the social impact and the capacity to set up political subjects, which in their turn can become multipliers of changes. The limits of this

analysis, examined by Carolina Márquez Herrera in her article « La intencionalidad política de la animación y el papel del animador sociocultural », are observed from experiences led in the cities of Bogota and Medellín.

With the budgetary recession and the transformations of the models of governance, evaluation knew an unprecedented craze and made its entrance to all professional fields, including the social one. For Ulrike Armbruster Elatifi, Sylvia Garcia Delahaye, Joëlle Libois, et Danièle Warynski, authors of the text « L'évaluation participative : un outil d'émancipation étayé par les multiples formes des nouveaux outils numériques », the problem is to know how to evaluate services in a domain such as sociocultural community development, which takes root in democratic values such as citizenship, participation and empowerment. To answer this interrogation, they opted for a methodology and an epistemological positioning based on two principles: the requirement to give place to multiple points of view of the actors launched in a process of participative evaluation and a research-intervention based on the co-construction of a tool for collecting data which leans on new media. They share, here, certain theoretical and methodological reflections, hypotheses and observations aroused in the course of this experiment.

Luz Nayeli Ortiz López presents, in her article entitled « Retos y dificultades en los proyectos de participación comunitaria con adolescentes: reflexiones desde los facilitadores », a series of questions concerning some of the challenges and difficulties facilitators face in interventions of community participation with teenagers. Among her reflections she includes an initial discussion of the conceptual complexity of these projects, continuing with an analysis of qualitative character of the theoretical and methodological base proposed by community psychology and its relation with concrete experiences of intervention by means of interviews with facilitators of community projects who seek to promote the participation of teenagers, as well as for literature review and proper experiences in this type of projects. In this line, they put into light different challenges and difficulties, which relate among others to political, social, methodological and technical elements, as well as the ways of proceeding, highlighting the relevancy of place-based interventions and the need to consider the multiple variables that coexist, as well as the complexity of the process in general.

The project of a private psychiatric hospital for teenagers articulates in an innovative approach of the management of the patient care, studies and sociocultural community development, including artists' presence following a circassian speciality developed by the establishment. The professional sociocultural community developers seem here closely associated to the medical team in a global and multidimensional design of the care. However, while the interweaving of three logics is validated by the institution, the empirical investigation reveals tensions between the visions and the roles of the various categories of professionals. According to Françoise Liot and Sarah Montero, who sign the text « Quelle place pour l'animation dans un projet de soin global ? », it demonstrates that the function of the sociocultural community development, still widely subjected to the logic and to the imperatives of the care, has to fight for the respect of its specificity.

Experiments

The diffusion and dissemination of information both scientific and academic, under the responsibility of schools and universities, must benefit a specific space so that their work and research can be shared with students and teachers in any academic field on the planet through

the Internet. A feasible project, for Jesús Armando Abreu Jiménez, author of “Radio Web como mecanismo de divulgación científico-académica”, by setting a radial space via the Web to spread the achievements of research groups. Outcomes are focused on the implementation of the programs *Pegatepa’lla* for high school teenagers as well as *Tertulia Educativa* aimed at university teachers and students, as a communication strategy.

To approach the link to art and think of the possible extension of the public through the relation between various actors of a territory, such is the challenge that a cultural team settled. The observation of the conduct of a project in a home of migrant workers, told by Danielle Bellini in her text « La fabrique des possibles », shows the way the processes of creation, distribution and mediation join other dimensions of space and time then those proposed by the classic logics of attendance of equipment. This study puts the relationship to the art as esthetic experience, in a relational dynamics of trust and exchange. It suggests opening new avenues of research where the classic lines of the artistic representation and of sociological analysis are overtaking to envisage a construction of the possible.

Few socio-ethnographical studies evoke the importance of football in the processes of socialization of young people. This search, led by Mathieu Sechaud, aims to be resolutely inductive and bases itself on the ethnographical observation of the Jeunesse Sportive Lafarge Limoges (JSL), a football club of a district of Limoges (Limousin). In his article entitled « Approche socio-ethnographique des processus de socialisation chez les adolescents d’une équipe de football amateur », the author underlines the importance of competitive spirit and the good-companionship, but also the emergence of more educational institutional concerns which strike this environment. A more attentive observation of these quasi-daily meetings between players, educators and parents reveals more complex and mutual processes of apprenticeship and socialization between young people and the club.

This edition ends on one hand, by the opening speech of the VIIIth international conference of the Réseau international de l’animation (RIA), pronounced in Algiers on November 27th, 2017 by Jean-Claude Gillet, honorary professor and founder of the RIA, and on the other hand, by a note on a recent work directed by Francis Lebon and Emmanuel de Lescure (*L’éducation populaire au tournant du XXIe siècle*, Éditions du Croquant, 2016), signed by Baptiste Besse-Patin.

The next edition of the Review, planned for spring 2018, will have for theme « Issues and practices of diagnoses of territories ». The deadline to submit an article or a report for this edition is April 14th, 2018 (see instructions: www.atps.uqam.ca/auteurs_en.php). We also accept any time texts to appear in the open section.

Enjoy the reading!