



Presentation

Participation and sociocultural community development: processes and purposes

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General term recovering the various ways by which citizens can contribute to political decisions, participation has transparency for first virtue. Applicable to different domains, often connected to urban planning or to the management of the environment, it has to ally the quality of the processes and the relevance of the purposes. Articles gathered here offer you a series of illustrations both from the point of view of the analyses and experiences.

Analyses

This edition begins with the article signed by Inés Gil-Jaurena, Sergio López-Ronda and Héctor Sánchez-Melero, « Investigación sobre espacios de participación ciudadana : análisis y propuestas desde una perspectiva educativa », which analyzes, in an educational perspective, different spaces of participation framing the exercise of active citizenship. After the elaboration of a mapping of these spaces, either physical and virtual or institutional and social, in the city of Madrid (Spain), the authors formulate formative educational proposals on participation by putting in contribution of participants in the research project.

Observing that evaluation entered all professional fields, including that of the social, Ulrike Armbruster Elatifi, Joëlle Libois and Danièle Warynski wonder, wonder in their text entitled « Pour une réappropriation de l'évaluation par la participation », about the modalities of application of such a process in the field of sociocultural community development, which takes root in democratic values such as citizenship, participation and empowerment. To answer the question, the authors opt for an approach based on an operture to a plurality of points of view from the actors launched in a process of participative evaluation and the results of a research-intervention favoring the co-construction of a tool for collecting data.

Anna Ciraso-Calí, Pilar Pineda-Herrero and Xavier Úcar-Martínez try to understand the process of individual and collective empowerment of a group, made up of university assessors, local technicians, sociocultural community developers and citizens, involved in a participative

project of evaluation realized in Badia del Vallès (Barcelona, Spain). The authors note among others results of the initiative, in their article entitled « From target group to actors of collective action : the empowerment process throughout a participatory evaluation project », that the idea of participation, in the mind of the participants, evolved from a passive conception to a more active one.

Trying to justify the utility of sociocultural community development as the methodology of socio-educational intervention in a community based approach, as far as it increases the power to act of the participants and the development of the concerned communities, Pere Soler, Anna Planas and Héctor Núñez considere, at the end of a research entitled « El reto del empoderamiento in the animación sociocultural: una propuesta de indicadores » having allowed to identify key indicators, that it indeed allows to avoid or to overcome resignation as well as it promotes mechanisms of personal and community overtaking in front of situations of crisis, lack of resources or absence of social and cultural vitality.

Projects of participative development must be conceived, according to Assane Diakhate, author of the text entitled « L'animation rurale pour l'émancipation des populations : des perspectives pour le développement du Sénégal », from their objectives, their contents and the methods used by the government to involve the concerned populations. Yet, in Senegal, at the instigation of the partners, several projects are realized without preliminary consultation and often turn out unsuitable for the needs and habits of local populations. So the author suggests taking up with the method of rural animation introduced by Mamadou Dia, Senegalese head of government from 1958 till 1962 in response to the noticed failures.

Experiments

It is following the request of evaluation of the resources of an education system intended for the pupils of Amerindian origin of the Lake Simon (Canada) that Lyne Legault developed a parallel between the functions of a sociocultural community developer and those of a researcher who uses an approach of research-action. Her text entitled « Techniques d'animation et recherche-action dans le milieu éducatif québécois », proposes the idea of a professional crossing in the figure of the sociocultural community developer-researcher, particularly useful to understand and act in a changing society.

Aïcha Boukrissa considers that it is urgent to build with young people neighborhood culture in algerian cities, opened to pluralism and which allows to stimulate citizenship. In her text entitled « Les pratiques interactives d'animation socioculturelle auprès de la jeunesse urbaine en Algérie », she calls up to a cultural policy of the city, proposing innovative artistic projects, which answers the aspiration of the youth, sometimes attracted by distrustful sociocultural practices, and strengthens urban space, which would gain to welcome more cultural institutions.

Open section

In their article entitled « Palancas movilizadoras en la creación de modelos de acción y estructuras formativas en los ámbitos de la acción social y la animación sociocultural dentro del estado español », Susana Lanaspa and Fernando Curto draw up a history of sociocultural intervention in Spain, from charitable religious action to public policies. It seems to them however essential to

distinguish, from the point of view of the levers of development, social intervention and sociocultural community development, according to their respective areas of competences and professional limits.

Pierre Pérot develops an analysis of the dynamics surrounding a meeting organized by the conurbation of Niort (Poitou-Charentes, France) on the exercise of its cultural competency. In his essay entitled « Indétermination des conduites sociales, animation et action collective », he identifies the contradictions, tensions and repositionings revealed on this occasion by the actors in presence. The proposed reflection consists in seeing how cultural actors are also won, although of different manners, by this indecision.

Finally, in her article entitled « Médiation culturelle au musée : essai de théorisation d'un champ d'intervention professionnelle en pleine émergence », Maryse Paquin is interested in the adaptation of the practices of cultural mediation in museum context by distinguishing their respective theoretical and conceptual foundations in particular from academic programs recently created, as a prelude to the professionalization of the function of museum mediator.

The next edition of the Review, planned for autumn, 2015, will have for theme « Intervene with populations of all generations ». The deadline for submitting an article or a report for this number is September 25th, 2015 (see instructions: [www.atps.uqam.ca / auteurs_en.php](http://www.atps.uqam.ca/auteurs_en.php)). We also accept any time texts to appear in the open section.

Enjoy the reading!