

PROCEEDINGS

7th

european congress of

community
psychology

"common values, diverse practices"

Diversity

Global
health

Health
Promotion

Europe

Prevention

Social
cohesion

Community
development

PARIS OCTOBRE 2009

AFPC

Association Française de
Psychologie Communautaire



European
Community
Psychology
Association

Edited by Thomas Saïas, Wolfgang Stark, David Fryer

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For t-e /uture o/ #uro)e 1ell=ein., indi+idual and *olle*ti+e -a))iness and so*ial Justi*e 1ill =e*o , e i ,)ortant ele , ents o/ a *urren*y 1-i*- s-ould =e , ore i ,)ortant t-an ,oney. &any , ultidis*i)inary studies -a+e s-o1n t-at t-e key to indi+idual 1ell=ein. is ,aintainin. so*ial net1orks, *o , , unity =uildin., and en-an*e e ,)o1er , ent)ro*esses. T-ere/ore, askin. \W-at i/ Co , , unity Psy*-olo.y &attered in t-e WorldC] *an s-o1 su=stantial *ate.ories /or a so*ial *urren*y de+elo)ed =y *o , , unity)sy*-olo.y (CP).

C* 1 1 (-2'3 P/34%*5* .3 C C*-4&+ ' / *0 , D52-92- . /42&-4&E

Co , , unity Psy*-olo.y -as -ad , any ori.ins =e/ore it -as =een *alled Co , , unity Psy*-olo.y (!ennett et al. 2KK), to na , e a /e1: *o , , unity or.aniGin. (Alinsky 2M2) and t-e Co , , unity &ental @ealt- &o+e , ent (!loo , 2LA) in t-e 9S, Cons*ientia*ion (Freire 22K) and A*tion (esear*- (Fals !orda 22) in "atin A, eri*a, &arie 5a-oda@s (2L2) .round=reakin. lon.-ter, study on t-e e/le*ts o/ une ,)loy , ent on t-e *o , , unity or t-e 'talian De , o*rati* Psy*-iatry &o+e , ent (!asa.lia 2KM) in #uro)e -a+e in/luen*ed , any *o , , unity)sy*-olo.ists\$, any)oliti*al , o+e , ents (Ci+il (i.-ts, Student@s &o+e , ents o/ t-e K0s, Wo , en@s "i=eration, 7ay@s &o+e , ents, #:ual (i.-ts /or @andi*a))ed Persons, Sur+i+ors o/ Psy*-iatri* @os)itals and , any , ore) -a+e -ad *onsidera=le i ,)a*t on resear*- and)ra*ti*e o/ *o , , unity)sy*-olo.y. Alt-ou.- t-e ter , \Co , , unity

Wol/.an. Stark is Pro/essor /or \$r.aniGational and Co , , unity Psy*-olo.y at t-e 9ni+ersity o/ Duis=ur.-#ssen, 7er , any , -as =een /oundin. and eFe*uti+e , e , =er o/ t-e 7er , an Asso*iation /or Co , , unity (esear*- ([111.../\).de](#)) and A*tion and t-e #uro)e an Asso*iation /or Co , , unity Psy*-olo.y ([111.e*\)a.or.](#)). @e ser+ed as President o/ t-e #uro)e an Co , , unity Psy*-olo.y Asso*iation (#CPA) /ro , 200L-2002.

² &i*-ael Frese, t-e)ast)resident o/ t-e 'nternational Asso*iation o/ A))lied Psy*-olo.y ('AAP), deli+ered t-is)a)er as a keynote)a)er 200K in At-ens

Psy* -olo.y] -as =een de+elo)ed in t-e 9S and still is =ein. do , inated =y t-e dis*ourse o/ t-e s*ienti/i*
*o , , unity, 1e -a+e to realiGe t-at t-ere are , any ot-er de+elo) , ents in , any)arts o/ t-e 1orlD 1it- di//erent
=a*k. round and i ,)ortant *ontri=utions.

/ one *o ,)ares *o , , unity)sy* -olo.y to ot-er)sy* -olo.i*al dis*i)lines, t-e)i*ture is :uite)aradoF: CP on t-e
one -and looks like an island o/ s*ien*e and)ra*ti*e =ein. not +ery in//uential 1it-in t-e dis*i)line o/)sy* -olo.y,
=ut at t-e sa , e ti , e CP dis*ourses and resear*- to)i*s see , to -a+e a =road i ,)a*on , any dis*i)lines. \$ne
o/ t-e reasons /or t-is)aradoFi*al)i*ture is t-e *on*e)t o/ CP: CP al1ays -as oriented itsel/ to 1ards a syste , i*
+ie1 o/ so*ial dyna , i*s in t-e 1orlD =y inte.ratin. indi+idual and .rou) le+els, *o , , unity, or.aniGational and
so*ietal le+els o/ analysis. !e*ause t-e *on*e)t o/ *o , , unity)sy* -olo.y is transdis*i)linary =y nature, CP
identity =ears a 1ide +ariety o/ re.ional and indi+idual s* -olarly stories, and is tryin. to inte.rate)ersonal +alue
syste , s and s*ienti/i*ally =ased interdis*i)linary resear*- and)ra*ti*e 1it-in its =oundaries. 5ulian (a))a)ort
already in 2LL su , , ariGed t-e idea o/ *o , , unity)sy* -olo.yF a...t-e real key to so*ial *-an.e is in t-e
attitudes, +alues, .oals and)oliti*al-e*ono , i* ideolo.y and so*ial)oli*y o/ 1-i*- institutions t-e , sel+es are
o ,)osed and on 1-i- or.anisations are =ased.\ ((a))a)ort 2LL, M0). T-is syste , i* +ie1 is in t-e *ore o/
CPs =elie/ syste , and -as =een de+elo)ed sin*e A0 years. %e+ert-eless, -a+in. to sur+i+e in an a*ade , i* 1orlD
o/ distin* dis*i)lines, t-ere are only /e1 *onse:uen*es =ased on t-is: , ore t-an M0b o/ CP resear*- and
)ra*ti*e still is restri*ted to indi+idual or .rou) le+els.

#s)e*ially today t-e transdis*i)linary *on*e)t o/ CP -as t-e)otentiaL to =e one o/ t-e , ost)o1er/ul a))lied
)sy* -olo.ies in *i+il so*iety. !y linkin.

- ❖ t-e stren.t-s o/ di//erent traditional dis*i)lines ()sy* -olo.y, so*iololo.y, or.aniGational s*ien*e,
ant-ro)olo.y, edu*ational s*ien*e, so*ial 1ork and so*ial , edi*ine)
- ❖ s) -eres o/ a*ade , i* s*ien*e and *-allen.es o/ our ti , e, and
- ❖ t-e analyti*al +ie1 on t-e)ast and *reati+e ideas /or t-e /uture

CP is .oin. =eyond traditional a))lied s*ien*es: CP is not only a))lyin. s*ienti/i* results /or)raFis, =ut adds ne1
ne1 :uestions and ideas on indi+idual, so*ial and so*ietal issues =y usin. syste , ati*ally a transdis*i)linary
a))roa*-.

'n order to un/old its)otentials, a CP \linkin. s*ien*e] 1ants to unleas- itsel/ /ro , t-e li , its o/ traditional
a*ade , i* dis*i)lines and taFono , ies: t-e so*ial net1ork and so*ial su))ort resear*- in t-e L0s already =rou. -t
*lose *olla=oration =et1een)sy* -olo.y, so*iololo.y and ant-ro)olo.y, and is also)ro+idin. links to +irtual
net1orks in t-e 1orlD 1ide 1e= 1-i*- are rele+ant /or so*ial net1ork resear*- today.
T-e dis*ourse on e ,)o1er , ent)ro*esses ((a))a)ort 2M6) in CP -as =een in//uential /or , any)ra*ti*al areas
in *o , , unity , ental -ealt- and so*ial 1ork,)sy*-iatry, *o , , unity de+elo) , ent and or.aniGational s*ien*e. 'n
so*ial)oli*y t-e *on*e)t o/ e ,)o1er , ent -as =een ado)ted in +arious le.islations in #uro)e and de+elo)ed as a
synony , /or inno+ati+e a))roa*-es to so*ial *-allen.es and t-e .ro1t- o/ a *onsu , er- and)rosu , er-oriented
*i+il so*iety. To use t-e dyna , i*s o/ e ,)o1er , ent)ro*esses in order to en-an*e 1ell=ein. and .ro1t- in
indi+iduals and settin.s, it is i ,)ortant to link t-e di//erent le+els o/ e ,)o1er , ent (indi+iduals ^ .rou) ^
or.aniGation) (Stark 22K).

C* 1 1 (-2'3 B(25:2- . 2- E())*+&, - C2;25 S*42&'3

'n t-e)ro*ess of .lo=alisation, one *an /ind *ontradi*tory , o+e , ents: t-e erosion of/ traditional *o , , unity structures is alienatin. =ot- individuals and so*ial net1orks\$ at t-e sa , e ti , e /or , any *ontinuous *-an.e)ro*esses in so*ial li/e and , eetin. ne1)eo)le and *ultures =ot- in reality and t-e +irtual 1orld is =ot- a =urden and a *-an*e to dis*o+er ne1 o))ortunities and to de+elo) inno+ati+e ideas. !y analyGin. risks and o))ortunities of .lo=aliGation, e , inent s*-olars like Ant-ony 7iddens (200), Vy. , unt !au , an (2000) or 9Iri*- !e*k (200E) all a .ree, t-at a*ti+e *o , , unity =uildin.)ro*esses in order to de+elo) a *ulture of \learnin. *o , , unities] 1ill =e indis)ensa=le to o+er*o , e t-e risks and dan.ers of/ .lo=aliGation. Castells() (2000) analysis of t-e \net1ork so*iety] already e ,)-asiGed t-e need /or a *ulture of *o , , unity 1-i*- =ot- on t-e lo*al and t-e +irtual le+el 1ill deter , ine our /uture *o , , uni*ation.

@ere, CP -as to readjust a traditional , odel of *o , , unity as nei. =our-ood to1ards a syste , i* +ie1 of t-e role of *o , , unity =uildin. in or.aniGations, (real and +irtual) so*ial net1orks on t-e lo*al le+el and =eyond, and on t-e le+el of *i+il so*iety (*itiGen .rou)s, lo*al and .lo=al *oalitions and alian*es) (see Sen.e 220, %elson ? Prilleltensky 2006, Wilde , eers*- ? Stroo=ants 200A). So*ial net1orks, /a , ilies, lo*al *o , , unities and or.aniGations (=ot- *o ,)anies and %7\$)s in #uro)e 1ill =e *-allen.ed =y *ontinuin. .lo=al , i.ration)ro*esses, t-e need to adjust to *onsidera=le de , o.ra)-i* *-an.es and t-e :uest /or a ne1 so*ial Justi*e in t-e 1orld. And, /i/ traditional structures are erodin. , t-ere 1ill =e an ur.ent need to de+elo) *o , , on +alues in so*iety to .et-er 1it- all a*tors.

For CP, t-ere/ore, it 1ill =e ne*essary to de+elo) a ne1 identity =ased on t-e .uidin.)rin*i)les on t-e /uture of *o , , unity)sy*-olo.y de+elo)ed =y an international .rou) of *o , , unity)sy*-olo.ist (ada)ted /ro , Wol// et al. 200K):

- Co , , unity)sy*-olo.y 1ill =e*o , e in*reasin.ly .lo=al in nature. T-is is 1-y lo*al *o , , unities are in*reasin.ly i ,)ortant =e*ause t-ey are alle*ted =y .lo=al /or*es. Co , , unity)sy*-olo.y , ust *olla=orate 1it- *o , , unities so t-ey elle*ti+ely ada)t to su* - *-an.es.
- A *o , , unity)sy*-olo.y a))roa*- , =y de/inition, , ust =e an a))roa*- in/or , ed =y , ulti)le)ers)e*ti+es. T-us, t-e /uture of *o , , unity)sy*-olo.y 1ill re:uire)artners-i)s 1it- ot-er dis*i)lines and *o , , unity stake-olders. CP 1ill -a+e to)artner 1it- ot-ers 1-ile , aintainin. its o1n uni:ue identity.
- Co , , unity)sy*-olo.y 1ill =e*o , e , ore en.a.ed in t-e /or , ation and institutionaligiGation of/ e*ono , i* , and so*ial)oli*y. T-ese)olies 1ill =e =ased u) on t-e +alues t-at are at t-e *ore of/ our dis*i)line and 1ill in*or)orate)sy*-olo.i*al)rin*i)les. 'n+ol+e , ent 1it-)oli*y is *onsistent 1it- *o , , unity)sy*-olo.y)s e*olo.i*al)ers)e*ti+e on *o , , unity 1-i*- re*o.niGes t-e i ,)ortan*e of , a*rosyste , /a*tors su* - as =usiness and)oli*y on *o , , unities.
- Co , , unity)sy*-olo.y 1ill =e*o , e a /ield of resear*- and a*tion t-at , akes a si.ni/i*ant di//eren*e on issues of so*ial *-an.e =y)ro , otin. so*ial Justi*e. So*ial Justi*e is de/ined as *onditions t-at)ro , ote e:uita=le distri=ution of resour*es, e:ual o))ortunity /or all, non-eF)loitation,)re+ention of/ +iolen*e, and a*ti+e *itiGenry.

The role of CP is to initiate and maintain dialogue and mutual support for all actors interested in social change and social innovation. Therefore, CP, as others should start to be a real link between...

- ❖ Disorientation, disorder, and patterns between individuals, groups and social structures not only in the neighborhood, but in all kind of settings (e.g. work and life transitions, virtual communities, social policy),
- ❖ Learning not only for the past, but sense emerging in futures by learning across generations, cultures and institutions
- ❖ Establishing new intersectoral alliances and testing for social collaboration between different actors in society
- ❖ Navigating mutual risk taking through ethical settings and processes of evaluation.

This requires to add to the traditional, step-by-step social innovations for, social innovation, or radical social innovations for which collaboration, inter-disciplines and actors are needed (see the works of C. S. Star, et al (2001) or the concept of design thinking.] (Loren 2002).

P&I (2002) C 11 (-2'3 P/34%*5* .3 2- E())*+&

Traditional values of CP like social change and transformation and current challenges today require, more than working in a local community and/or in the social situation of societies. While it is likely to remain an important part of CP, the field should eventually use its own strategies to develop social innovations and look at emerging futures by developing shared goals (and take shared risks) by collaboration. Inter-disciplines, communities or other actors in society.

CP as a field in Europe should focus on major and minor issues of community building. Therefore, various partners: this is why it is important to develop close ties not only international community policy groups in Europe and other parts of the world, but also inter-disciplinary and social science social action networks and associations. The European Union and the European Commission will be one of the most important partners to foster community building and a sense of community in our society.

To support this, we need and to strengthen the capabilities of each community policy in Europe, we should for, Community Interest Groups (Professional, student and practitioner groups) will be able to maintain and promote the role of knowledge on community building and develop future questions interdisciplinary, important for our society. We should invest in a joint education and practice in community policy and CP specialities in order to develop the idea of community policy for young professionals. For this we can use and institutionalize a role of experience of community policy in universities and schools all over Europe. The time of an interdisciplinary community building and social innovation, after working, should come in the next years. These kind of working should enhance the skills for the future of community policy in Europe:

In *Social Skills* students and practitioners will experience the art of community building as a collaborative and experiential. A kind of leading to social responsiveness and inclusion

Design Skills will develop theoretical and creative abilities in order to nurture mutual knowledge, awareness and joyfulness, and

Action Skills will focus on to create, implement and evaluate new concepts and social innovations to build organizations in different settings.

R&D - 4&/

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GE ! NOTE ADDRESS

L, P,) : (S*42,5 &- P/34%*5* .2& C* 1 1 (- , (' ,2)&

P,) D&-2/& #* :&5&'

TeFte lu

Z 5e tiens H re ,er*ier les or.anisateurs de *e L<, e *on.r<s de Psy*-olo.ie Co , , unautaire :ui , dont /ait
 B-onneur de , e *on/ier la td*-e d'ou+rir *et ;+<ne , ent. 5e re ,er*ie)arti*uli<re , ent !runa Vani :ui a)ris
 Binitiat+e de *ette in+itation, T-o , as Saïas :ui l'a assu , ;e et a , ontr; une .rande)atien*e H , on ; .ard,
 %i*olas Dau , erie :ui a su , Bentra`ner dans +otre a+enture.

Car, il /aut le dire, Je ne suis)as H)ro)re , ent)arler s) ; *ialiste de la)sy*-olo.ie *o , , unautaire et Je *rains de
)orter un re .ard :ue *ertains Ju .eront naï/ sur *ette dis*)line. %on :ue B) sois *o ,)l<te , ent ;tran.<re. #n e//et,
 les *onta*ts a+e* des *-er*-eurs d'À , ;ri:ue "atine , dont tr<s tet /a , iliaris;e a+e* *ertaines de ses
)ro=l ; , ati:ues. Au d ;=ut des ann ;es M0, au 0eneGuela, B)a**o ,)a.nais #u*lid<s San*-eG et #st-er Wisen/eld
 sur leur terrain :uand ils s'ou*o)aient d'un)rolet d'auto *onstru*tion r ;sidentielle dans les :uarter d ;/a+oris ;s
 de la =anlieue de Cara*as. %ous y a+ons ;tudi ; ense , =le les si .ni/i*ations donn ;es H la notion de)arti*)ation.
 #nsuite, au !r ;sil, B)ai eu des *onta*ts ;troits a+e* le .rou)e de Syl+ia &aurer "ane et !ader Sa1aia :ui
 d ;+elo))ait, H Sao Paulo, des)rojets d'inter+ention *o , , unautaire, a+e* le .rou)e d'olo.ie So*iale, #i*os
 diri . ;)ar 'na*ia D'À+ila H (io de 5aneiro. Dans la , > , e +ille, B)ai a**o ,)a.n ; les a*ti+it ;s d'efension de
 B)ni+ersit ; d'itat dans des /a+elas ou des :uarter d ;/a+oris ;s. A Santia.o du C-ili, B)ai *olla=or ; a+e* des
 -er-eurs *o , , e &ariane 3ruse, Die.o Asun. 5)ai, *o , , e =eau*ou) d'entre +ous, lu les teFtes des tenants de
 la)sy*-olo.ie de la li ;ration et ren*ontr ; en A , ;ri:ue Centrale et au &eFi:ue)lusieurs *-er*-eurs de *ette
 orientation ou s'ou*o)ant de re*-er*-e-a*tion *o , , unautaire.

#t *est r ;*is ; , ent *ette eF) ;rien*e :ui , B)a donn ; une +ision Z)oliti:ue [, et don* tr<s *entr ;e sur les
 di , ensions so*iales, de *e :ue)ou+ait >tre la)sy*-olo.ie *o , , unautaire dont la tradition reste +i+a*e en
 A , ;ri:ue "atine et trou+e auourd'hui un ;*-o :ui se . ;n ;ralise a+e* les *ourants *riti:ues de la)sy*-olo.ie
 dans les)ays an.lo) -ones et euro) ;ens. !ien :u)ayant /ait une re*-er*-e sur les re) ;sentations so*iales de la
 /olie dans un *adre *o , , unautaire, Je n'a+ais)as , esur ; le rele :u)a+ait Jou ; ,)our le d ;+elo))e , ent de la
)sy*-olo.ie *o , , unautaire, le *ourant de d ;sinstitutionnalisation dans le se*teur de la sant ; , entale a+e* le :uel
 B)ai renou ; au *ours des demi<res ann ;es .rd*e au tra+ail , en ;)ar le Centre Colla=orateur de B)S &S de "ille. #t

la)ration de , on inter+ention d'aujourd'hui , la /ait d' *ou+rir :ue les)rati:ues de)r;+ention et)ro , otion de la sant; ont *onstitu; , dans *ertains)ays, l'ori. ine et le , oteur de *ette dis*)line

Dans *ette relative i. noran*e de l'i-istoire et de l'i; tat du *-a ,) de la)sy*-olo. ie *o , , unautaire, et *o ,)te tenu de , a +ision initiale *o , , e de , a dis*)line d'i) artenan*e, la)sy*-olo. ie so*iiale, je , e suis)os; la :uestion de la)art :ui est r;ser+;e H la di , ension so*iiale des)-;no , <nes auF:uels se ra)orte la)sy*-olo. ie *o , , unautaire. Poser *ette :uestion)eut se , =ler insolite, +oire a=surde, dans la , esure of , -istori:ue , ent, la)sy*-olo. ie *o , , unautaire est a) arue *o , , e une *riti:ue *ontre un ordre so*ial donn; , :u'il s'i. isse de *elui *ertains r; . i , es)oliti:ues, de *elui des /or , es et id;olo. ies de la , odernit; , de *elui de l'institution)sy*-iatri:ue ou de *elui de l'institution a*ad; , i:ue et de ses *ourants do , inants. I ue la)sy*-olo. ie *o , , unautaire dans ses +aleurs, ses)rin*)es et ses)rati:ues ait H +oir a+e* le so*ial est)ar ailleurs ;+ident. &ais *e :ui l'est , oins est de sa+oir de :uel so*ial on)arle. &a :uestion)orte surtout sur les lieuF of l'on)eut re) ;rer une di , ension so*iiale et l'int; . rer dans les analyses)ortant sur les *ontefes et les /or , es de l'a*tion *o , , unautaire. C'est *ette i ,)r; *ision et les *ons; :uen*es :u'elle)eut a+oir sur la /adon de *onduite les inter+entions :ui , la *onduit H +ous)ro)oser :uel:ues r;/leFions sur *e t-< , e. 5)eFa , inera) su**essi+e , ent :) "es +aleurs,)rin*)es et , od<les d'a*tion de la)sy*-olo. ie *o , , unautaire. 2) "es :uestions :ue soul+e la notion de *o , , unaut; . A) "es as)e*ts de di , ension so*iiale et ses lieuF d'i=ser+ation. 6) DeuF *as illustrati/s introduisant le)ro=l< , e de la r; sistan*e au *-an. e , ent.

Oaleurs,)rin*)es et , od<les de la Psy*-olo. ie Co , , unautaire.

"e titre , -eureF, de *ette *on/;ren*e , et en ;+iden*e *ertaines /a*ettes de la)sy*-olo. ie *o , , unautaire, ses +aleurs et ses)rati:ues. Pour , ener , on eFa , en, je)ro)ose de d'i aller)lus loin dans les distin*tions H o) ;rer)our *o ,)arer les di//;rentes *on*)e)tions de la)sy*-olo. ie *o , , unautaire. S'il *on+ient d'i nsister sur les +aleurs *o , , unes auF di//;rents *ourants de la)sy*-olo. ie *o , , unautaire, il /aut aussi d; . a. er les s) ;*i/i*it; s , ar:uant les o=lets ou do , aines dont ils traitent, les *on*)e)tions de la *o , , unaut; :u'ils ado)tent, les)rin*)es :ui en . uident l'a*tion, les o=le*ti/s *on*rets :ui sont +is; s, les)ro*;dures utilis; es :ui d;/inissent les)rati:ues. Ce)ar*ours +ous)ara'tra)eut->tre su)er/lu. 'l , e se , =le utile *o , , e *ontri=ution H une uni/i*ation du *-a ,) :ui +ous rasse , =le aujourd'hui.

5e *o , , en*era) ar les *ourants :ui se sont d; . a. ;s -istori:ue , ent dans la)sy*-olo. ie *o , , unautaire. "e)lus an*)ien est sans doute le *ourant dit Z d'i; du*ation)o)ulaire [et de Z)sy*-olo. ie de la li=;ration [orient;)ar la d;/ense des)o)ulations d;/a+oris;es, la re*-er*-e de leur *ons*ientisation et l'or. anisation, le soutien des , ou+e , ents so*iauF. C'est de lui :ue d; *oulent les)rin*)es /onda , entauF de l'a*tion *o , , unautaire. "e *ourant dit de Z sant; , entale [est ensuite a) aru H la suite de la *ontestation des)oliti:ues institutionnelles de traite , ent des)ersonnes atteintes de trou=les)sy*-i:ues. Centr; sur la li=;ration du statut asilaire et la r; -a=ilitation so*iiale des usa. ers, il a *r; ; des stru*tures d'in*clusion et de soutien dans la *it; *e :ui su)ose

une organisation en réseau des intervenants et une articulation des lieux d'activité de ces structures et de leurs membres. Ce courant est assorti d'une opposition aux conceptions individualistes de la clinique thérapeutique.

Viennent ensuite le courant centré sur les politiques de prévention et promotion de la santé, illustré par des modèles de prise en charge distincts de ceux de la santé publique et des interventions individuelles et les soins des maladies. Plus récemment, un courant de critique systématique, donnant suite à l'évaluation des années 80, de politiques sociales, politiques et pratiques entre la santé publique, un autre et les orientations classiques de la santé publique, réexamine le rôle des professionnels de santé, un autre pour contester les paradigmes, es doctrines ou l'ordre au sein des sociétés libérales, au libéralisme, et à la mondialisation. Il a de soi-même des discours courants contre l'ordre des choses et des pratiques d'interaction qui ne se renouvellent pas, mais, en fait, ils admettent des valeurs nouvelles.

Certaines des valeurs nouvelles, telles que la démocratie, et de défendre la lecture des discours ont un caractère universel. "La défense des droits et intérêts des individus et des nouvelles nations de toute l'Amérique latine et l'effacement de la justice sociale et la distribution équitable des ressources dans la société; la solidarité; qui traduit la redistribution pour autrui et le bien-être, un et s'ajoute, à l'articulation de personnes et des rôles sociaux; et des structures, inégalités, l'autonomisation, la libération et l'articulation de personnes et des rôles. Des valeurs nouvelles, entières comprennent la pratique de l'intervention qui doit respecter la confidentialité; des relations, assurer la confiance, la sécurité; et le soutien des personnes affectées par la violence.

Autres ajoutent des valeurs nouvelles; certaines courants. Pour ne donner que quelques exemples, les courants de démocratisation sociale, nationale, libérale, des systèmes universitaires ajoutent à se mettre au service du peuple. "Le courant de prévention et promotion de la santé; réévaluation de l'importance sociale, libérale; libération du système de soins, la mondialisation de la maladie dans l'environnement, en et non dans le sujet. "Le courant de santé, entale conteste l'évaluation interne et externe des utilisateurs des institutions sanitaires. "Le courant critique insiste sur la libération; des dépendances de savoir, du développement, de la réflexion; sociale, d'une identité professionnelle.

En outre, liaison avec les valeurs réendues, des pratiques et de nouvelles pratiques sont nécessaires. Au plan des pratiques, on réexamine, dans la réévaluation de libération et de bien-être le soutien des structures nouvelles, un autre aide à l'individu et collectif et au développement, de la santé; et de la réflexion; la défense de la diversité; la contribution à la transformation et au changement, ent social la lutte contre la discrimination des personnes souffrant de troubles mentaux; de la participation et la collaboration au sein et entre les nouvelles nations.

- C-an. er le statut des)ro/essionnels de sant; :ui doi+ent : se , etre au ser+i*e de la *o , , unaut; et de ses , e , =res § jouer un rele de)ro , otion, in*itation, *analyse des a*ti+it;s sanitaires § /a+oriser un nou+eau statut de l'usage : ui de+ient *o-res)onsa=le et)arti*i)e a*ti+e , ent au syst< , e de soin.

A *es .randes orientations ;t-i:ues,)oliti:ues et)rati:ues ont *orres)ondu des *adres d'inter)ration des r;alit;s +is;es)ar l'a*ction et de leur *adre. Tous les *ourants,)renant)osition *ontre le *ara*tre)ure , ent individualiste de la)lu)art des a))ro*-es *lini:ues et des dia.nosti*s du , al >tre so*ial,)ro)osent une +ision -oliste et syst; , i:ue. 'ls o)<rent un d;)la*e , ent de res)onsa=ilit; : l'i ,)utation auF individus de la res)onsa=ilit; de leur situation et de leurs trou=les est re ,)la*e)ar la re*onnaissan*e de leur +uln;ra=ilit; so*iale. 'ls)ostulent l'interd;)endan*e entre le , ilieu de +ie et les ;tats de , al >tre so*ial ou de , aladie *orres)ondant H l'ieF) ; rien*e + ; *ue des individus.

'l est H re , ar:uer :ue *ette)ers)e*ti+e se ra))ro*-e de *elle de)sy*-olo.ie de l'en+ironne , ent :ui a ; , er . ; dans la , > , e) ; riode :ue la)sy*-olo.ie *o , , unautaire et a insist; sur la n; *essit; de /aire sortir la)rati:ue)sy*-olo.i:ue du la=oratoire ou du *a=inet et sur la trans*ction entre l'individu et son en+ironne , ent. Cette)ers)e*ti+e ; *olo.i:ue reste *e)endant silen*ieuse sur les as)e*ts)ro)re , ent so*iauF a l'e*tant *ette trans*ction et *ara*trisant les *ontefes dans les :uels elle se d;roule. De sorte :ue si les +aleurs,)rin*i)es et , od<les d'a*ction , ontrent nette , ent la nature so*iale des)ro**u)ations de la)sy*-olo.ie *o , , unautaire, un /lou de , eure :uant H l'inter+ention de la di , ension so*iale dans les)ro*essus analys;s.

#n e//et, a *onsid;rer les +aleurs et)rin*i)es :ui)r;sident H l'a*ction , en;e au sein des *o , , unaut;s, il a))ara't *laire , ent :ue l'on se r; /<re au *-a ,) so*ial et auF ra))orts so*iauF :ui *on/i.urent le Jeu so*ial et les a*ctions :ui y sont)ossi=les. "es situations et les a*ctions so*iales sont r; .ies)ar des nor , es ins*rites dans la , ati<re des ra))orts so*iauF. Dans le *as de la)sy*-olo.ie *o , , unautaire, les ra))orts so*iauF sont d;/inis soit en ter , es de ra))orts de)ou+oir entre do , inant et do , in; au)lan)oliti:ue ou)ro/essionnel, soit en ter , es de ra))orts d'in*clusion-eF*clusion entre le , > , e et le d//;rent. &ais l'arti*ulation entre les *ontefes et les ra))orts so*iauF reste)eu eF)lor;e ou , al d;/inie. Ce /lou)eut >tre attri=ue au /ait :ue *ertains)-;no , <nes ou)ro*essus sont trans/;r;s entre les d//;rents *ourants de la)sy*-olo.ie *o , , unautaire. Ainsi le *on*e)t die ,)o1er , ent d'a=ord)ens; dans le *adre *olle*ti/ d'une r;/leFion)oliti:ue et so*iale est utilis; dans l'a))ro*-e de)-;no , <nes)sy*-olo.i:ues et individuels li;s H des ;tats de , aladie ou d'a//e*ction)sy*-i:ue et au statut des)ersonnes :ui en sou//rent. 'l +a)rendre de *e /ait des)ort;es et des *onnotations d//;rentes :ui ne se re*ou+rent)as.

g)ro)os de la notion de Co , , unaut;

Ce /lou est aussi i ,)uta=le H la /aDon de *on*e)tualiser la *o , , unaut;. "e , anie , ent de la notion de *o , , unaut; , *ara*tris;e)ar le)arta.e d'un =ien , at;riel ou sy , =oli:ue, d'une , > , e ori.ine, d'un sort

*o, , un ou d'une , >, e a*ti+it;. est en e//et tr<s di+ers et a ;+olu; dans le te ,)s. #n t; , oi.nent les *o , , entaires ins)ir;s)ar les re+ues de la litt;rature en)sy*-olo.ie de l'en+ironne , ent :ui souli.nent les +ariations -istori:ues et les di+er.en*es d'inter)r;tation eFistant dans *e *-a ,) (Frey et "ain. in)ress). "BeFa , en du *ontenu des re*-er*-es re*ourant H la notion de *o , , unaut;)er , et de d; .a.er deuF .randes tendan*e, l'une e ,)iri:ue, l'autre t-;ori:ue.

Dans *ertains *as, on y r;/<re)our d;si.ner des ense , =les so*iauF *on*rets sur les :uels)ortent l'oser+ation et l'inter+ention. Ces ense , =les sont alors d;/inis soit)ar leurs)ro)ri;t;s territoriales, *o , , e le :uartier, la /a+ela, soit)ar le)arta.e d'une , >, e /or , e de +ie, d'une , >, e a*ti+it; ou d'une , >, e *ulture, *o , , e dans le *as de *o , , unaut;s indi.<nes, soit)ar des relations de)roFi , it; et de +oisina.e :ui *ontri+uent H /or.er,)ar les ;*-an.es un es)rit *olle*ti/. 'l)eut s'a.ir aussi d'or.anisations H *ara*t<re institutionnel *o , , e la /a , ille, l; *ole, l(-e)ital.

'l su//it d'entre .istrer *ette di+ersit; *on*r<te)our se rendre *o ,)te :ue la di , ension so*iale)eut jouer de /aDon di//;rente, a) elant une liaison entre les)ro*essus :ui r; .issent les relations so*iales et le *onteFte)arti*ulier of elles s;ta=lissent. "a r;/;ren*e auF nor , es *ulturelles et so*iales :ui or.anisent les transa*ctions au sein de la *o , , unaut; *onsid;r;e de+ient alors essentielle. \$n)ourrait,)our a+an*er dans *e sens, re)rendre le , od<le ;*olo.i:ue du !e-a+ior settin.,)ro)os;)ar !arker (2KM). Ce , od<le)er , et de d; .a.er les)es*ri)tions nor , ati+es asso*i;es H des unit;s d'es)a*te ,)s institutionnelle , ent d;/inies. Ces unit;s d'oser+ation s)atio-te ,)orelles int<.rent toutes les *o ,)osantes :)sy*-olo.i:ues, so*iales, or.anisationnelles, ;*olo.i:ues, sans /iFer H)riori un ordre de d;ter , ination des unes)ar les autres, une -i;rar*-ie de *ontraintes. Cette orientation *onteFtuelle)er , et d'analyser les)ro*essus :ui ad+iennent dans un syst<, e so*ial de)etite ;*-elle. #lle est)arti*uliere , ent ada)t;e H l'BeFa , en du *onteFte des syst<, es de soins.

g *et; des *ontenus *on*rets donn;s H la notion de *o , , unaut; , il se trou+e des auteurs)our en /aire un *onstruit t-;ori:ue :ui r;)ond H)lusieurs o=le*ti/s. Ce *onstruit /ournit un *adre d'oser+ation des relations so*iales. "a *o , , unaut; est alors *onsid;r;e *o , , e un es)a*te sy , =oli:ue et , at;riel, H *-ar.e , ; , orielle, of se /or.e l'identit; so*iale et s;l'a=orent le senti , ent d'a))artenan*e et les intera*ctions)ositi+es ou *on/li*tuelles a+e* les , e , =res de son .rou)e et *euF des autres .rou)es. Dans *e *as, les ra))orts so*iauF en .a. ;s sont situ;s au ni+eau des relations interindi+iduelles, intra et inter .rou)es)our e ,)runter H la ty)olo.ie de Doise.

"e *onstruit t-;ori:ue est aussi *onsid;r;e *o , , e /a+orisant une analyse du lien entre l'indi+idu et la so*i;t; et *onstituant une a))ro*-e o)ti , ale des)-;no , <nes)sy*-oso*iauF. Sont)arti*uliere , ent +is;s *euF :ui ont trait H l;l'a=oration des sa+oirs)ar l; *-an.e dialo.i:ue dans l'es)a*te)u=li* (5o+*-elo+it*-, 200K). Cette *on*etion)er , et d'a=order le rele des re)r;sentations so*iales dans la dyna , i:ue so*iale :ui r; .it les relations entre les , e , =res d'un *olle*ti/ so*ial et entre di//;rents *olle*ti/s.

#n tant :ue *onstruit t-;ori:ue, la *o , , unaut;)eut a+oir aussi un *ara*t<re uto)i:ue. #lle de+ient alors un es)a*e de r;/;ren*e :ui ren+oie H des /or , es de so*ialisation)ass;es ou id;ales. Celles-*i sïo//rent *o , , e des /or , es de +ie re*-er*-;es en r;)onse auF ;+aluations n; .ati+es ins)ir;es)ar les *onstats)essi , is , es o);r;s sur ß;+olution du , onde *onte ,)orain. Cette)ers)e*ti+e a ;t; *riti:u;e *o , , e une attitude de re/u.e *on/orta=le , ais illusoire /a*e auF =oule+erse , ents en .endr;s)ar la .lo=alisation (! au , an, 200).

Par-delH *ette , ulti)li*it; de)ers)e*ti+es, on)eut)enser :ue la tendan*e H traiter de la *o , , unaut; sans int; .rer H)ro)re , ent)arler ses di , ensions so*iales tient sans doute H *e :ue, de)uis Tonnies, ßid;e de Z *o , , unaut; [, *o , , e solidarit; or .ani:ue, a ;t; o))os;e H *elle de Z so*i;t; [, *o , , e solidarit; , ; *ani:ue. Par ailleurs, si la notion de *o , , unaut; ou de *o , , unautaire est di//i*ile H a))r; -ender, *ïest)ar*e :uïelle se situe entre deuF)eles :ui dïun *et; la dilue, et dïun autre la ri .idi/ie. #n e//et, dïun *et;, on entend sou+ent les *-er*-eurs dire Z ße +ais dans la *o , , unaut; [)our dire si ,)le , ent, je +ais sur le terrain, le rue, lH of les .ens +i+ent. 'l nïy a)lus alors au*un *ara*t<re distin*ti/ de *e :ui /ait la Z *o , , unaut; [ou le Z *o , , unautaire [. Dïun autre *et;, et *ïest la raison de la r;ti*en*e H re*ourir H ßa))ellation Z)sy*-olo .ie *o , , unautaire [dans *ertains)ays euro);ens, on +oit dans le)-;no , <ne Z Co , , unaut; [ou Z Co , , unautaire [, le si .ne dïun re)lie , ent sur des)arti*ularis , es et-ni:ues, *ulturels ou reli .ieuF :ui isole de la *olle*ti+it; *itoyenne et des +ateurs uni+erselles, r;)u=li*aines ou autres. Cette indeFation)arti*ulariste)arti*uli<re , ent *o , =attue en Fran*e, a+ait d;JH ;t; sti . , atis;e)ar le so*io .ue Si , , el :ui +oyait dans les *o , , unaut;s un dan .er e ,)>* -ant ßindi+idu de re)oinde les +ateurs de ßuni+ersalit; .

"es lieuF dïo=ser+ation de la di , ension so*iale

'l nïe ,)>* -e :ue *e ter , e re+>t au)ourdï-ui, dans les s*ien*es -u , aines, un sens)ositi/ a+e* , ulti*ulturalis , e et les re+endi*ations identitaires assu , ;es)ar des su)ets li=res de leur *-oiF. \$n y re)<re ß; , er .en*e dïune se*onde , odernit; of se dilue ßo))osition entre ßi-;rita .e des lu , i<res et ßatta*-e , ent auF traditions et of se *onteste toute -; , ; , onie nationale, *ulturelle, lin .uisti:ue ou reli .ieuse (Wie+iorka, 200M). "a r; -a=ilitation de la notion de *o , , unaut; rend dïautant)lus ur .ente la td*-e dïen d;/inir les /or , es et le)ro)ri;t;s.

Sur la =ase des *onsid;rations)r; *;dentes, il est)ossi=le de r;introduire la di , ension so*iale en distin .uant les di//;rentes /or , es re*onnues H la *o , , unaut;. I uand *e ter , e ren+oie H des ense , =les *o , , e la /a , ille, ß; *ole, et*. :ue les so*io .ues a))ellent des Z a .en*es de la so*i;t; [, on se r;/<re auF nor , es :ui assurent de /aDon i ,)li*ite ou eF)li*ite leur /on*tionne , ent et la distri=ution des reles i ,)artis H leurs , e , =res. I uand on sïadressera H des ense , =les d;/inis)ar une *ulture)arta .;e, on)rendra en *onsid;ration les , od<les de relations et de *onduite :uïelle *o ,)orte. I uand on)rendra *o , , e lieu dïo=ser+ation des es)a*es so*iauF d;/inis)ar un *adre territorial et des relations de)roFi , it;, on sïatta*-era auF ;*-an .es :ui ;ta=lissent des syst<, es de re)r;sentation)er , ettant de .;rer les relations dans le , onde de +ie :uotidien. I uand on se

*entrera sur des *onteftes , ettant en jeu des relations de)ou+oir, on eFa , inera les)ositions so*iales a//e*t;es auF a*teurs so*iauF. l uand on *onsid<ra les , ilieuF d'ia**ueil of sont i ,)lant;es de nou+elles /or , es d'ia*tuation des sujets en situation d' ; , an*)ation, on *-er*-era les ressorts identitaires et syst<, es de re)r;sentation : ui ris : uent d'entra+er leur a**e)ation.

A titre d'illustration de *es re , ar : ues, Je +ais , e tourner +ers un t-<, e : ui ne se trou+e)as sou+ent ; +o : u ; dans les tra+auF de)sy*-olo.gie *o , , unautaire et : ui , et dire*te , ent en jeu ses di , ensions so*iales, le)ro=<, e de la r ; sistan*e auF inter+entions. \$n attri=ue . ; n ; rale , ent les di//i*ult ; s ren*onr ; es dans le su))ort H des *at : ories do , in ; es auF)ressions : ui s'ieFer*ent sur elles Z leur i ,)osant un +o*a=ulaire : ui ne *orres)ond)as H leur eF) ; rien*e, ne leur donnant)as les *l ; s de l'ia**<s au)ou+oir des d ; *isions *entrales, , > , e , ulti)liant sous une /or , e a))are , , ent neutre ou , > , e /a+ora=le les si . nes de d ;)endan*e [ou en*ore Z la *rainte de ne)as r ; ussir H atteindre les o=le*ti/s)ro)os ; s [(Touraine, 2002). \$n souli . ne aussi les in-i=itions li ; es l'int ; riorisation de l'i , a . e n ; . ati+e : ue le , ilieu so*ial ren+oie auF +i*ti , es de la dis*ri , ination et de l'io))ression. Cette int ; riorisation a//e*te leur esti , e de soi, don* leur)ou+oir d'ia//ir , ation et d'iautono , isation.

Ces inter)r ; tations sont *entr ; es sur les a*teurs de l' ; , an*)ation. \$n s'int ; resse , oins auF o=sta*les : ui)eu+ent tenir H la dyna , i : ue so*iale des , ilieuF of se d ; +elo))e l'ia*tion *o , , unautaire. "a *entration sur les sujets : ui = ; n ; /i*ient de l'inter+ention *o , , unautaire /ait)ar)ois ou=ier : ue le , ilieu de +ie n'est)as seule , ent un d ; ter , inant de leur situation : u'il /aut , odi/er. 'l est aussi un es)a*e d'ia**ueil des trans/or , ations)ro)os ; es et)eut H *e titre)r ; senter des /or , es de r ; sistan*e *ontre les : uelles lutter.

Car, le tra+ail *o , , unautaire ne se d ; roule)as toujours dans la trans)aren*e et la /a*ilit ; . 'l se)eut : ue la *o , , unaut ; au)r<s de la : uelle on inter+ient soul<+e des o=sta*les entra+ant les)ossi=ilit ; s d'ia*tion et de soutien so*ial, en raison , > , e des en)euF so*iauF en . a . ; s dans la +ie *o , , unautaire. 5e)rendrais deuF eFe ,)le, l'un , ontrant *o , , ent une *o , , unaut ; : ue lient des int ; r>ts *o , , uns)eut s'io))oser H l'inter+ention)our)r ; ser+er un Z se*ret [dont la di+ul . ation ris : ue de nuire H sa *o- ; sion et au , aintien de l'ordre : u'elle a ; ta=li. "autre eFe ,)le , ontrant *o , , ent l'ieFisten*e de *outu , es /ond ; es sur des nor , es *ulturelles r ; issant les relations so*iales,)eut en . endrer des Z *on/lits [a+e* les inter+enants et *onduire H des a*tions i ,)li : uant un *on/lit au sein de la *o , , unaut ; .

" ; *-e* d'une inter+ention

"e)re , ier eFe ,)le est e ,)runt ; H , on eF) ; rien*e au sein de la Colonie Fa , iliale d'Ainay-le-C-ateau : ui a=ritait un syst<, e de)la*e , ent /a , ilial)er , ettant auF ressortissants d'une institution)sy*-iatri : ue ou+erte d' ; tre - ; =er . ; s * -eG l'i-a=itant et de +i+re en li=ert ; , ; troite , ent , >l ; s au tissu so*ial et H la +ie *olle*ti+e d'un ense , =le de *o , , unes du *entre de la Fran*e. !ien : ue leur)assa . e H la dire*tion de *ette institution ait *on)ort ; des)sy*-iatres *o , , e Paul Si+adon ou "u*ien !onna/ ; dans l'id ; e des = ; n ; /i*es a))ort ; s)ar la +ie

-ors les , urs de l'asile et la li=re *ir*ulation dans l'es)a*e so*ial, *e :ue l'ai d;*ou+ert du syst< , e de relations so*iales ;ta=lies entre la)olution et les usa.ers de l'e)ital a d; , ontr; la /or*e des r;ti*en*es et des d;/enses so*iales :uils)ro+o:uent.

"e)rojet de , a re*-er*-e ;tait d;tudier les re)r;sentations de la /olie et de la ,aladie , entale dans un *ontefte de)roFi , it; et d'ia**ueil des)ersonnes :ui en sou//rent et de +oir *o , , ent s'or.anisaient les relations a+e* elles. 'l *o ,)ortait aussi un +olet)r;+oyant de /aire retour H la)olution des r;sultats de , a re*-er*-e et de *onstruire a+e* elle les *onditions d'un a**ueil o)ti , al des ressortissants de la Colonie.

&al.r; le /ait :ue l'eF);rien*e d'un *ontatt)olon.; entre les , e ,=res de *ette *o , , unaut; et *euF de l'institution)sy*-iatri:ue ait ;*art; toute id;e de dan.er et rendu)arti*uli<re , ent sensi=le la si , ilitude entre les uns et les autres, il est a))aru :ue tout un Jeu de re)r;sentations et de)rati:ues a ;t; , o=ilis; , sur le)lan sy ,=oli:ue et , at;riel,)our)r;ser+er l'int; .rit; et l'identit; *olle*ti+e. "a *o , , unaut; d'ia**ueil ;tait en e//et *onda , n;e)ar les)olutions eFt;rieures au)ri , <tre de)la*e , ent :ui i ,)utaient H la)r;sen*e des , alades un ris:ue de *onta , ination, une d;t;rioration de l'i , a.e so*iale et , orale du .rou)e. Ces i ,)utations trou+aient *-eG les , e ,=res de la *o , , unaut; un ;*-o ;tay;)ar des *royan*es an*iennes sur la *onta.iosit; de la /olie. 'l en est r;sult; des)rati:ues :ui ont r;introduit dans la +ie :uotidienne des =arri<res :ue l'ou+erture des)ortes de l'asile ;tait su))os;e a=attr. Faute de te ,)s, Je ne retiendrai de *ette ;tude :ue :uel:ues as)e*ts de *et ;tat *-ose :ui sont)ertinents)our notre ren*ontre.

"e)rin*i)e de la Colonie Fa , iliale +oulait :ue les usa.ers soient int; .r;s dans les /a , illes,)arta.ent leur /oyer, leurs re)as et les , o , ents de +ie *o , , une. \$r tr<s +ite, la)olution a o=tenu :uils en soient ;*art;s. 9ne ;tude :uantitati+e du /on*tionne , ent de la +ie dans les)la*e , ents a ainsi)er , is de , ontrer :ue le)arta.e de la +ie /a , iliale *on*ernait , oins de 0b des)la*e , ents. Dans les autres *as, les , alades +i+aient dans des lo.e , ents distin*ts, n;taient)as autoris;s H)n;trer dans les /oyers et su=issaient un r; .i , e de traite , ent d'i//;rentiel dans l'ali , entation et l'a*ti+it;. Sou-aitant eF)lorer les re)r;sentations :ui sous-tendaient *es -a=itudes de +ie, l'ai , en; une ;tude :ualitati+e,)ar intretiens en)ro/ondeur, au)r<s de deuF ;*-antillons *ontrastant les /oyers :ui , aintenaient une)roFi , it; a+e* les ressortissants de l'e)ital et *euF :ui leur r;ser+aient une situation d'ieF*usion.

9n)re , ier *onstat a *on*ern; l'i-o , o . ;n;it; des re)r;sentations *-eG les re)r;sentants de *es deuF)ostures. "a=sen*e de /or , ation et d'in/or , ation de la)art de l'e)ital a *onduit la *o , , unaut; d'ia**ueil H se *onstruire

ni+eau des ner/s , ar:u;s)ar l'eff'ication. "a , aladie du *er+eau entra`ne une d;/e*tion du *ontrele eFer*; sur l'or.anis , e et le *o ,)orte , ent. "a , aladie des ner/s *onduit H la +iolen*e et H des *onduites d;sordonn;es. Cette *onstru*tion s'la))uyait sur les sa+oirs tir;s de di+erses sour*es. "l'eff; rien*e du *onta*t :otidien a+e* les ressortissants de l'e)ital § l'io=ser+ation des)ro*essus or.anis:ues (on dira :ue la , aladie tourne les ner/s *o , , e le lait ou le san. tournent) § les *at; .orisations reli.ieuses a+e* l'io))osition entre l'inno*ent (le d;/i*tient *;r;=ral) et le , ;*-ant (le ner+euF)§ les , od<les)sy*-iatri:ues du 8'8< , e si<*le, a+e* l'io))osition entre arri;ration et d; .;n;res*en*e § ou en*ore H l'an*estrale t-;orie des -u , eurs a+e* la r;sur.en*e de *royan*es dans la trans , ission de la /olie)ar les li:uides du *or)s (sali+e, sueur, , or+e).

Dans le do , aine du tra+ail, l;l; , ent d;*isi/ etait la notion de *ontrele :ue le *er+eau)eut eFer*er. \$n e ,)loyait des)atients)our les a*ti+it;s , ;na.<res, a.ri*oles ou artisanales, , al ou)eu r; , un;r;es. "e tra+ail rassurait)ar*e :u'il ;tait *onsid;r; *o , , e un antidote H la /olie et le si.ne :u'elle n'a)as une /or , e .ra+e. &ais , > , e)our les)ersonnes re*onnues *o , , e :uali/i;es, de , eurtait la d;n; .ation de leur *a)a*it; H eFer*er de , an<re auto no , e une a*ti+it;)ro/essionnelle. "e , an:ue de *ontrele du *er+eau rendait n;*essaire un en*adre , ent de l'a*ti+it; ou eF)li:uait :ue le , alade ne)uisse la , ais s'iins;rer dans le , ar*-; du tra+ail, *o , , e a.ent ind;)endant. Cette)ri+ation du droit H la une +;rita=le *itoyennet; a trou+; d'autres eF)ressions. Par eFe ,)le si une /e , , e ;)ousait un ressortissant de la Colonie, le *ou)le ;tait eF)uls; de la *o , , unaut; .

Derri<re *es *royan*es, *es r;ser+es et d;n; .ations, il /ut)ossi=le d'identi/ier un)ro*essus de d;/ense de la)art de la *o , , unaut; :ui ne +oulait)as)er , etre l'int; .ration de)ain-)ied des , alades en son sein,)ar *rainte d'>tre identi/i;e a+e* euF)ar les *o , , unes en+ironnantes. 'l sia.issait aussi d'ie ,)>*-er :u'ils o=tiennent un statut de)arti)i)ation so*iale)leine et enti<re. Ce :ui soul<e la :uestion de la non-re*onnaissan*e *itoyenne des , alades , entauF.

"e /ait :ue *ette re)r;sentation soit)arta . ;e)ar tous tenait H son , ode d'i;la=oration *olle*ti+e)ar les ;*-an.es et la *o , , uni*ation so*iale. #lle se retrouvait *-eG les)ersonnes :ui a+aient ;ta=li une relation de)roFi , it; a+e* leurs -etes. Celles-*i se =ornaient H n'a**e)ter *-eG elles :ue des)ersonnes sou//rant d'une Z , aladie du *er+eau [,)eu dan.ereuse. Ce)endant, le re.ard :ue le reste de la *o , , unaut;)ortait sur elles /aisait /i de *ette rationalit; . 5e de+ais en /aire l'eff; rien*e dire*te , ent.

#n e//et, l'a+ais en+isa . ; une inter+ention)ost;rieure au)r<s de)ersonnes en.a . ;es dans la)rise en *-ar.e des , alades , entauF. Ce)olet a a+ort; et *et ;*-e*)er , et de)oser :uel:ues uns des)ro=< , es :ue la re*-er*-e-a*tion)eut ren*ontrer. 'l u'est-*e :ui , l'a+ait a , en;e H)roleter une inter+ention C Tout d'i=ord l'a))li*ation de la r<.le d'or des , ;t-odolo.ies :ualitati+es, H sa+oir : la n;*essaire -onn>tet; :ue l'on doit , an/ester :uand on /ait une ;tude de terrain et :ue l'on ne +eut)as traiter les)ersonnes au)r<s des:uelles on re*ueille les in/or , ations, *o , , e un , at;riau dont on eF)rait des donn;es. Ce :ui i ,)li:ue de restituer les r;sultats o=tenus et de)r;sender,)our dis*ussion, les inter)r;tations et *on*usions auF:uelles on est)ar+enu.

Cette condition /a+rise la re*-er*-e)arti*(i)ati+e et liad; :uation entre la le*ture :ue le *-er*-eur /ait de ses o=ser+ations et le sens :ue ses)artenaires donnent H leur *onduite. De , > , e)eut-elle ser+r le)ro*essus de r;/leFi+it; so*iale)ar le :uel la *onnaissan*e)roduite au *ours de la re*-er*-e est)rise en *-ar.e)ar la *o , , unaut; et la trans/or , e.

"a deuFi< , e raison :ui in*itait H une inter+ention ;tait la d;*ou+erte du d;nue , ent et la d;r;li*tion dans les :uels se trou+ait la)olution en , ati<re de soutien institutionnel. "ba=sen*e d'in/or , ations *o , , uni:u;es sur les)atients)a*s; dans les /oyers, le , an:ue de /or , ation *on*ernant leur)rise en *-ar.e, linertie et le laisser-/aire des *adres -os)italiers /a*e H une)olution)ro ,)te H d;/endre ses int;r>ts au d;tri , ent de *euF des ressortissants de l(-e)ital, la)er);tuation de *royan*es et de)rati:ues Justi/fiant et ren/orDant la s; , r; , ation et l'eF*lusion so*iale, ont *ertes *onstitu; une *on/i.uration)ro)i*e H l;l=oration de re)r;sentations so*iales r; , issant le ra))ort entre la)olution et le .rou) e des , alades. 'l a ;t; ainsi)ossi=le de , ette en ;+iden*e la sy , =oli:ue H l'h u+re)our la r; , ser+ation de l'idetit; et de l'int; , rit; de la)olution d'a**ueil. &ais lion)ou+ait H juste titre s'interro .er sur les , oyens de , odier *e syst< , e sy , =oli:ue a/in d'o//rir auF , alades une , eilleure int; , ration dans le tissu so*ial et un r; , i, e d'ieFisten*e so*iale)lus -u , ain. Dans *ette)erse)e*ti+e, il de+enait i ,)ortant de restituer H la)olution des donn;es :uantitati+es et :ualitati+es :ui lui)er , ettrait de)rendre *ons*ien*e des =esoins et *aren*es d'in/or , ation dont elle sou//rait *o , , e du *ara*tle<re insatis/aisant de *ertains , odes d'intera*tion :u'elle a+ait ado)t; ou en*ore de la)ersistan*e de *ertains , odes de)ens;e o=sol<tes.

Cela dit, il ne s'la .issait)as de *; , der H l'illusion :u'in/or , er et /or , er su//irait H , odier le syst< , e de *e :ue l'ia)a))el; les)rati:ues si.ni/fiantes et instituantes)ar les :uelles se d;/endait un ordre so*ial +ital)our l'idetit; , olle*ti+e. A la trans , ission de *onnaissan*es dont la)olution)ou+ait se sentir d;)our+ue, de+ait s'ajouter la r;/leFion. 'l s'la .issait de donner H la *o , , unaut; les , oyens de , ieuF *o ,)rendre sa)ro)re dyna , i:ue, d'en d; , onter les , ; *anis , es et de /aire le d;)art dans ses sa+oirs traditionnels, entre *e :ui .arde)ertinen*e et *e :ui rel<+e d'un ar*-aïs , e d;tri , ental)our la +ie en *o , , un. \$u en*ore donner des indi*ations)our orienter l'ada)tation , utuelle en ;+itant la *onstitution d'un sa+oir indi .<ne)ar trans , ission de re*ettes.

'l , la ;t; i ,)ossi=le de , ener H =ien *e)rolet. Pour :uoi,)ar*e :ue, H la /in de l'ien :u>te, l'ia ;t; , ise H la)orte de la *o , , unaut; . 5e /us relet;e de tous y *o ,)ris de la)art du)ersonnel -os)italier :ui Jus:ue-lH s;tait , ontr; a**ueillant, res)e*tueuF et *oo);rati/, et :ui =rutale , ent de+int a. ressi/, insultant,)ro+o*ateur H un)oint :ui rendit i ,)ossi=le tout *onta*t. Cela s'est)roduit H)artir du , o , ent of lion s'est a)erDu :ue l'a+ais);n;tr; dans les ar*anes de la +ie lo*ale, a+e* ses *royan*es, ses)eurs, ses se*rets. 9n se*ret /ut)arti*uli<re , ent insu))orta=le H)oir)er*; : :u'il eFistdt une , inorit; d;+iante)ar ra))ort auF nor , es assurant le , aintien H distan*e des , alades , entauF \$:ue :uel:ues)ersonnes)uissent +i+re des relations de)roFi , it; a+e* *euF :ue le .rou) e tenait H , aintien sur un)ied d'in; .alit; et d'ieFt;riorit;. Si , , el (222, AK) disait H)ro)os du se*ret Z "l'intention de dissi , uler)rend une toute autre intensit; d<s :u'elle est *on/ront;e H l'intention de

d; +oiler. \$n +oit alors a)) ara'tre *ette tendan*e H *a* -er et H , as: uer, *ette d;/ense : uasi a. ressi+e *ontre les tiers : uion a)) elle le se*ret)ro)re , ent dit [. Se*ret : uil d;/init *o , , e Z lla*tion de dissi , uer les r;alit;s)ar des , oyens n; .ati/s ou)ositi/s [et : uil : uali/ie d; Z une des)lus .randes *on:u>tes de l;u , anit; [. De /ait, *e se*ret a)er , is H la *o , , unaut; de)r;ser+er un , ode de +ie et de relation : ue l;on)ourrait : uali/ier d;bi , , oral, , ais : ui ;tait utile H la)r;ser+ation de l;identit; *olle*ti+e et H la *o- ;sion so*iale du .rou)e : ui ne)ou+ait tol;rer la d;+ian*e ou+erte en son sein. 'l y a lH une =eau *as H , ;diter)our l;itude des relations entre , inorit; et , alorit;.

C'est seule , ent : uand *ette re*-er*-e /ut)u=li;e : uielle a)u)orter ses /ruits en ter , es de *-an.e , ent. 9n *ertain no , =re de , esures ont ;t;)rises)our)allier les insu//isan*es du syst< , e : ue lla+ais , is H Jour. l uels ensei.ne , ents tirer de *et eFe ,)le C

- Fa*e H une inter+ention, un .rou)e)eut)ar/aite , ent , etre en)la*e des *o ,)orte , ents ou des)ro*;dures : ui)er , ettent de se d;/endre et de)rot; .er des se*rets : ui le soudent en *o , , unaut; . 'l /aut i*i distin.uer le se*ret et l;in*ons*ient. "e .rou)e sait)ar/aite , ent H : uoi s;en tenir a+e* *e : uil)ense et /ait. Dans *e *as, on ne)eut)arler de *ons*ientisation, ni de r;+;lation du sens in*ons*ient des)rati:ues.

- 'l)eut y a+oir des inter+entions : ui ne se /ont)as dire*te , ent , ais)assent)ar une , ise en)u=li* des r;sultats : ui *on/rontent un .rou)e H ses a.isse , ents. Cela +aut)arti*uli<re , ent)our les *as de d;non*iation. &ais *o , , e le dit Touraine, il /aut aussi tra+ailer a+e* des .rou)es : ui s;io))osent H nos +aleurs, sans)our autant les dis*r;diter dans leur d; , ar*-e. Si le *-er*-eur se +eut)orte+oiF des .rou)es : uil ;tudie, alors la , ise en)u=li* de situations et des si.ni/i*ations : uelles)rennent)our les a*teurs au no , de : ui ils)arlent est une /or , e d;inter+ention i ,)ortante. #lle se =ase sur un)ro*essus so*ial : ui *onsiste H)la*er le .rou)e sous le re.ard des autres, le /aire sortir de sa +ue soli)siste. "e *-a ,) d;ia))li*ation de l;intersu=je*ti+it; s;en trou+e ;lar.i.

- "a r;a*tion de r;sistan*e d;un .rou)e)eut , ani/ester : ue sa dyna , i:ue H ;t; =ien ;)ous;e)ar l;inter+enant. "a re*-er*-e n'est)as toujours /usionnelle : elle)eut >tre *on/li*tuelle, d;ran.eante.

9ne lutte)our la sant;

"e se*ond eFe ,)le est e ,)runt; au *as d;une a*tion , en;e au &eFi:ue, : ui donne une +ue des *onditions d;inter+ention dans un *onteFte *ulturel d;/ini. 9ne de nos *oll<.ues , eFi*aines, "ourdes l uintanilla, : ui ;tait en *-ar.e du ser+i*e de sant; , aternelle et);rinatale au &inist<re de la Sant; , a ani , ; une re*-er*-e a*tion dans le *adre du)ro.ra , , e national ZArren:ue)arelo en la +ida [: Z 9n d;)art ; .al dans la +ie [. Ce)ro.ra , , e +ise H donner auF)ou)ulations)au+res et *aren* ;es des *-an*es ; .ales H *elles des *lasses /a+oris;es en , ati<re de)r;ser+ation de la sant; , aternelle, n;onatale et de la)etite en/an*e.

Cette inter+ention *o , , unautaire a ;t; , en;e dans la r; .ion des C-ia)as of le tauF de , ortalit; n;onatale est tr<s ;le+; , et of les ser+i*es de sant;)u=li:ue ne)eu+ent *ou+rir tous les =esoins de la)ou)ulation. Dans *ette

riation +ient des *o, , unaut;s indiennes r;)arties dans des +illa.es de , onta.ne, relati+e , ent isol;es et ;loi.n;es des *entres de sant;)u=li:ue. #lle a)er , is de r;duire de)lus de E2b la , ortalit; , aternelle et n; onatale en trois ans, et o=;it H un , od<le inno+ateur (Luintanilla 200E).

Ce , od<le +isant un *-an.e , ent intentionnel et non i ,)os;)ar les autorit;s sanitaires, est =as; sur di//;rents ty)es d'ia*tion. D'une)art, la , o=ilisation des -a=itants, leur a))ro)iation des a*tions de sant; dont ils =;n;/i*tient, leur or.anisation en ser+i*es de soutien so*ial :ui a))uient l'ia*tion des ser+i*es de sant;, a+e* le *on*ours des autorit;s lo*ales. D'autre)art, un tra+ail inter*culturel au)r<s les)ersonnels de sant; a**ueillant H l'ieFt;rieur les , e , =res des *o , , unaut;s rurales)our les sensi=iliser H la *ulture des *o , , unaut;s indiennes. Cette sensi=ilisation a)our =ut de les rendre *a)a=les d'ia))r; -ender des)ers)e*ti+es di//;rentes des leurs, de)rendre en *onsid;rations les +aleurs, *royan*es et *outu , es de la)o)ulation indi.<ne, d'ia**e)ter la , ;de*ine traditionnelle, de n; .o*ier a+e* les , e , =res de la *o , , unaut; des si.ni/i*tations autres :ue *elles)ort;es)ar leur *onteFte *ulturel. #n/in, la +alorisation du tra+ail des sa.es-/e , , es traditionnelles :ui ont la *on/ian*e de la)o)ulation. Cette +alorisation est assortie d'une /or , ation, aut-enti/i;e)ar un *erti/i*at de :ualifi*ation :ui ren/or*e leur re*onnaissan*e dans les unit;s de soins et leur)er , et d'assurer le relais entre les)o)ulations et les ser+i*es de sant;)u=li:ue et les -e)itauF. "es sa+oirs et sa+oir-/aire traditionnels des sa.es-/e , , es, /ond;s sur la trans , ission . ;n;rationnelle et les *royan*es lo*ales (Fa.etti, 200A) sont re*onnus et int; .r;s dans les)rati:ues de soins. 'ls sont *o ,)l;t;s et)ar/ois *orri. ;s)ar les *onnaissan*es , ;di*ales n; *essaires H l'identi/i*ation des ris:ues de , ortalit;)our la , <re et l'ien/ant. 9ne /ois *es)ro*;dures , ises en)la*e, les *o , , unaut;s assu , ent, a+e* l'aide des , atrones et l'ia))ui des)sy*-olo.ues, la .estion des ris:ues n;o natal. Luand les sa.es /e , , es Ju.ent :ue leur inter+ention n'est)as en , esure d'ienrayer un dan.er de , ortalit; , elles)rennent l'initiati+e d'ia*-e , iner, a+e* l'aide de la *o , , unaut; , les /e , , es +ers des *entres des soins, *e :ui n'est)as si ,)le.

'l /aut)ar/ois les trans)orter sur une *i+i<re H tra+ers les /or>ts , onta.neuses Jus:u'H une route of un *a , ion)eut les +; -i*uler Jus:u'au +illa.e le)lus)ro*-e)our :u'une a , =ulan*e les e , , <nent H l'ie)ital. "H, la sa.e-/e , , e a**o ,)a.ne et soutient la)arturiente tout au lon. de son s;jour. Cette td*-e :ui n'est)as , in*e. &ais *e n'est)as la)lus dure *ar *es a**ou*-euses se -eurtent auF o=sta*les d'une tradition :ui +eut :ue la /e , , e reste sous le *ontrole de l' ;ouF, ne :uite)as le /oyer, et :ue l'ia**ou*-e , ent se /asse en)r;sen*e de toute la /a , ille, sous la /;rule de la =elle- , <re. "e d;)art)our l'ie)ital o**asionne alors des senti , ents d'ins; *urit; et des , ou+e , ents de r;olte *ontre la destru*tion des nor , es /a , iliales. #t il arri+e :ue *es auFiliaires de sant; :uand elles ont r;ussi H *on+ain*re les /utures , <res de la n; *essit; de re*ourir H la)rote*tion , ;di*ale soient *ontraintes,)our les *onduire H l'ie)ital, de lutter , > , e)-ysi:ue , ent a+e* le , ari et la =elle- , <re, allant Jus:u'H /i*eler *es derniers)our :u'ils ne les e ,)>*-ent)as de)artir. Ce *as dessine =ien le)anora , a de la)rise en *o ,)te des *outu , es, des nor , es et des ra))orts so*iauF r; .ies)ar la *ulture dans des a*tions de sant; .

Ces deux effets, les conduisent à souligner l'une des dimensions sociales centrales à rendre en compte dans l'intervention communautaire : le savoir le rôle des croyances, des représentations artistiques : qui assurent la cohésion et l'identité des communautés, unanimes et orientent leurs conduites. Cette prise en compte se trouve à l'œuvre par les chercheurs latino-américains. Une collégue brésilienne a travaillé, entre autres, avec les enfants et les adolescents qui souffrent de la maladie des onguentons construits dans des espaces sociaux délimités par les relations : ils s'y nouent, et traversent par le processus productif, la religion, les croyances, les valeurs, orales et écrites, les conditions de la structure organisationnelle de santé, entre autres facteurs (Trindade, 200A). Les enseignants qui ont travaillé, entre autres, la psychologie communautaire et la psychologie critique, Paulo Freire, Fals Borda, & Martin Baro ont aussi insisté sur la valorisation du savoir de sens commun, sur la conscientisation, et la nécessité de travailler sur les connaissances naïves pour aider à une maîtrise de son histoire et potentialiser son action. On peut ajouter, aujourd'hui : le manque de capacités ; notre tissu social, au sein de la communauté de la santé ; et de la santé, entente, il est une autre nécessité : celle de lutter contre les interventions qui subsistent. La psychologie communautaire a vu apparaître une tendance unique et sociale ; elle réalise aussi une tendance ; insiste, elle-même. Une nouvelle tendance s'oppose à elle dont l'importance de plus en plus évidente pour nous, chercheurs sociaux. Elle lui soutient de résister. &er* i. [

1

CONGRESS AWARDS

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PRIX DU CONGRES

CONGRESS BEST PRESENTATION AWARD PRIX DE LA MEILLEURE COMMUNICATION

L& H(,)'2&) 4* 1 1 & @4* /3/'B 1 & 0 , ; *), 65& , (62& --I')&. L& +*2-'
: & ; (& : &) @/2: & -' / + ,), +5@ . 2H(& / * ('@'), +5@ . 2H(& / &' : & 5&()) /
0 , 1 255& /

+,) S35; 2& #('), /1 D&5+%2-& L, 66@2 V, 5@)2& L, 0), -4&3 O: 25& S@; 2. -34
D* 12-2H(& #('), /5 & C*), 52& L, - * (&6.



Selon le , od<le du Pro*essus de)rodu*tion du -andi*a), *est l'intera*tion entre les in*a)a*it;s d'une)ersonne et les dil//; rents o=sta*les ou /a*ilitateurs ren*ontr;s dans son en+ironne , ent : ui d;ter , inera : ue la)ersonne se trou+e en situation de)arti*i)ation so*iale ou au *ontraire de -andi*a) (Fou .eyrollas, 2002). Cette +ision est au * hur des)oliti:ues ; non* ; es)ar)lusieurs Ytats)our /a+riser la)arti*i)ation so*iale des)ersonnes +iant a+e* une in*a)a*it;. %otons la *Loi pour l'égalité des droits et des chances, la participation et la citoyenneté des personnes handicapées* en Fran*e ou la)oliti:ue *À part entière* au lu;=e*. "e =ien->tre des)ersonnes H , o=ilit; r;uite)eut >tre /a+oris; ou entra+;)ar des *ara*t;risti:ues du :uartier -a=it;. Plusieurs .rou)es s'iint;ressent ainsi H la +ille: des .rou)es , ilitants de)ersonnes a+e* in*a)a*it;s : ui /ont *onna'tre leurs)ositions et =esoins, des s);*ialistes : ui)ro)osent une +ision in*lusi+e de la so*i;t; ou en*ore des or.anisations : ui ont)roduit des dossiers t-; , ati:ues. "es relations entre le :uartier et le =ien->tre ont ;t; ;tudi;es en)sy*-olo.ie *o , , unautaire (.eF. : Farrell, Au=ry, ? Coulo , =e, 2006), en sant;)u=li:ue (.eF. : 7alea ? Freud=er., 200E) et en)sy*-olo.ie de lien+ironne , ent (.eF. : 5utras, 2002). De *es ;tudes, ressort lli ,)ortan*e de l'a**essi=ilit; auF ser+i*es et auF lieuF i ,)ortants, de la *ordialit; et d'un en+ironne , ent de :ualit; (;l; , ents naturels, a=sen*e de nuisan*e). Ce)endant, H notre *onnaissan*e, les *-er*-eurs n'ont)as ;tudi; *e : u'en)ensent les)ersonnes les)lus tou*-;es : *elles : ui ont une in*a)a*it; lo*o , otri*e et leurs)ro*-es.

Psy*-olo.ie *o , , unautaire, 9ni+ersit; du lu;=e H &ontr;al, Centre de r;ada)tation "u*ie-!runeau, Centre de re*-er*-e interdis*)linaire en r;ada)tation du &ontr;al , ;tro)olitein.

O6j&4'20 : &)&4%&)4%&

"io=je*ti/ de li;tude ;tait de *onna`tre *o , , ent des)ersonnes ayant une in*a)a*it; lo*o , otri*e et leurs)ro*-es)erDoient l)a)ort de leur :uartier H leur =ien->tre. #n)arti*ulier, il s'a .issait d'identi/ier leurs)er*e)tions :uant auF atouts du :uartier et les , odi/i*ations sou-ait;es, et de d;ter , iner si *es)er*e)tions +ariaient selon la)ers)e*ti+e du r;)ondant :)ersonne a+e* in*a)a*it; lo*o , otri*e ou)ro*-e.

M@'%* : &

Pour atteindre *et o=je*ti/, des entre+ues ont ;t; *onduites au lu;=e* au)r<s de 2L)ersonnes l;s;es , ;dullaires (P" &) ayant ter , in; leur r;ada)tation et 2L)ro*-es *o-a=itant. "es r;)ondants de+aient a+oir au , oins M ans, s'ef)ri , er en /ranDais et >tre *a)a=les de r;)ondre auF :uestions. "a tr<s .rande , alorit; des , ;na .es inter+ie1 ;s ;taient)ro)ri;taires de leur lo .e , ent (2A b). Dans le , ;na .e, les)ersonnes inter+ie1 ;es ;taient en , alorit; des *onjoints (L0 b),)our les autres, il s'a .issait d'une relation)arent-en/ant (A0 b). "d .e , oyen des)ersonnes a+e* in*a)a*it; ;tait de 6E ans et *elui des)ro*-es, de E2 ans. #n , alorit;, les)ersonnes a+e* une in*a)a*it; ;taient des -o , , es (KL b), et les)ro*-es, des /e , , es (KA b). #n , oyenne, le dia .nosti* de)ara)l; .ie (E2 b) ou de t;tra)l; .ie (6M b) re , ontait H -uit ans.

"es P" & et les)ro*-es ont ;t; ren*ontr; s s;)ar; , ent, H do , i*ile,)ar deuF inter+ie1euses. "es atouts)erDus ;taient sond; s en int; .rant une dou=le)ers)e*ti+e (soi et l'autre). Ainsi, les)arti*i)ants ont r;)ondu H deuF :uestions : *Quand vous regardez autour de vous dans votre quartier, qu'est-ce qui, selon vous, ... (1) favorise votre bien-être (pour soi) et i (2) favorise le bien-être de [...] (pour l'autre)C* "a troisi< , e :uestion +isait H *onna`tre les a , ;lirations sou-ait;es : *Si, dans votre quartier, on pouvait modifier des endroits ou des caractéristiques afin de vous faciliter les choses, que souhaiteriez-vous changer?* "es r;)onnes ont /ait l'io=jet d'une analyse de *ontenu ri .oureuse.

R@/ (5', ' /

Ooyons d'a=ord les atouts)erDus dans le :uartier sans tenir *o ,)te de la)ers)e*ti+e ad)t;e (pour soi ou)our l'autre). "iat , os) -<re est , entionn;e)ar 6L b des r;)ondants :ui ;+o:uent la tran:uillit;, la /ai=le densit; de la)o)ulation, la =eaut; des lieuF. "a nature est a))r; *i;e)ar A2 b des r;)ondants :ui , entionnent la)r;sen*e de)ar*s, d'ar=es, de +; .;tation, d'iani , auF, de *ours d'eau. Autant de r;)ondants (A2 b) /ont ;tat de la dis)oni=ilit; ou de la)roFi , it; des ser+i*es *o , , e les *o , , er*es, les lieuF *ulturels et de r; *r;ation, les or .anis , es *o , , unautaires, les ser+i*es de sant; ou de trans)ort. "a *on+i+ialit; est un atout)erDu)ar 22 b des r;)ondants :ui s'ef)ri , ent sur le =on +oisina .e, l'entraide, la)roFi , it; d'a , is ou de , e , =res de la /a , ille. #n/in, seule , ent L b /ont , ention de l'a**essi=ilit; en ;+o:uant des ;l; , ents)-ysi:ues /a*ilitant les d;)la*e , ents et l'a**<s (trottoir a=aiss; , ra ,)e d'a**<s,)iste *y*la=le).

Dans l'ense , =le, les)er*e)tions des deuF .rou)es se resse , =lent , ais deuF di//;ren*es si .ni/i*ati+es sont H noter. "a)re , i<re s'ef)li:ue d'ie , =le: les P" & (AK b) sont)lus no , =reuses :ue les)ro*-es (L b) H , entionner l'a**essi=ilit; *o , , e un atout)our elles. "l'autre di//;ren*e est)lus *o ,)leFe : la nature est =eau*ou))lus /r; :ue , , ent , entionn;e)our soi :ue)our les autres. Ainsi, 60 b des P" & ont ra)ort; *et

atout pour soi, tandis que seule, entre eux, ils ont ;+o:u; pour le groupe. De plus, 22 des groupes ont
 , entendent; la nature d'où, , et atout pour soi, , ais seule, ent 20 b l'ont ;+o:u; pour les autres.

"es (r)in(i)ales , odiffications sou-ait;es tou*-ent l'a**essi=ilit; (AA b des r;)ondants), la s;*urit; routi<re
 (E b), l'iat, os)-<re (b), les ser+i*es (b), la nature (L b), la *on+i+ialit; (K b). 9ne seule di//ren*e
 si.ni/i*ati+e a))ara't entre les .rou)es: 66 b des P"& et 22 b des)ro*-es sou-aitent des , odiffications H
 l'a**essi=ilit;.

I- '&)+@', '2* -

Tous les r;)ondants)risent l'iat, os)-<re, la nature, les ser+i*es, la *on+i+ialit; de)lus les)ersonnes a+e*
 in*a)a*it; a))r;ient l'a**essi=ilit;. Dans une ;tude de l'\$.anisation , ondiale de la Sant; (200L), on a
 interro.; les a`ns de)usieurs)ays sur les as)e*ts /a+ora=les de leur ville, les)ro=<, es auF:uels ils se
 -eurtaient et les a , ;liorations sou-ait;es. "eurs)er*)e)tions *on*ordent a+e* *elles identi/i;es dans la)r;ente
 ;tude. 'l /audrait , aintenant ;tudier les)er*)e)tions d'autres .rou)es)our ;ta=lir l'uni+ersalit; de *es :ualit;s.
 Ce)endant, une di//ren*e, non)as entre les .rou)es , ais selon la)ers)e*ti+e)rise)ar le r;)ondant,)i:ue la
 *uriosit; : les ;l; , ents naturels sont da+anta .e)erDus o , , e un atout pour soi :ue)our autrui. "e ra))ort H la
 nature se , =le)erDu de /aDon idiosyn*rasie:ue. "es P"& o , , e les)ro*-es *onsid<rent :ue les ;l; , ents
 naturels *ontri=uent H leur)ro)re =ien->tre. Cela a))uie les r;sultats de , aintes ;tudes *on*uant auF e//ets
 =;n;i:ues de l'en+ironne , ent naturel *-eG des)atients -os)italis;s, des)risonniers ou des a`ns (+oir 5utras,
 2002). &ais)our:uoi les r;)ondants ne r;alisent-ils)as H :uel)oint la nature est aussi i ,)ortante)our leur +is-
 H+isC Alors :ue les ;l; , ents naturels dans le :uartier /ont)artie du *a)ital o , , unautaire, les indi+idus
 se , =lent *roire :ue leur ra))ort H la nature est inti , e et uni:ue. 'l y a lH un)aradoFe int;ressant H ;tudier)our
 les)sy*-olo.ues o , , unataires, surtout dans un *onteFte de)r;o**u)ation ;*olo.i:ue.

Tant *-eG les P"& :ue *-eG les)ro*-es, les attentes au re.ard de la *on+i+ialit; sont , od;r;es. #n /ait,)r<s du
 tiers des)arti)i)ants ont s)ontan; , ent ;+o:u; *et atout, alors :ue seule , ent K b des r;)ondants sou-aitaient
 des a , ;liorations sous *e ra))ort. Faut-il *roire :ue les)arti)i)ants +i+aient dans un :uartier d;H =ien *on+i+ialC
 \$u est-*e)lutet :ue *es attentes , od;r;es sont le re//et d'une +ision indi+idualiste de la +ie de :uartierC

C*-45 (/2* -

Fa+oriser la)arti)i)ation so*iale des)ersonnes a+e* une in*a)a*it; su))ose assur; , ent l'a**essi=ilit; des lieuF
)-ysi:ues, , ais *ette *ondition essentielle ne su//it)as et doit aller de)air a+e* la *on+i+ialit;. "es +illes
 /a+orisent le =ien->tre lors:ue)eu+ent r;elle , ent +i+re ense , =le des)ersonnes :ui ont des in*a)a*it;s, des
 a`ns, des en/ants, des Jeunes, des)arents, des i , , i.rants. A+e* leur .rille de le*ture ;*osyst; , i:ue, leur
 +ision o ,)r;-ensi+e des enJeuF so*iauF et les +aleurs :uills)ro*la , ent, les)sy*-olo.ues o , , unataires
 doi+ent *-er*-er H /aire ;*-e* H l'erreur /onda , entale d'attri=ution ((oss, 2LL) selon la:uelle on a tendan*e H
 sous-esti , er les e//ets des *onteFtes so*iauF i , , ;diats et H suresti , er les dis)ositions)ersonnelles. "es
 *onditions :ui)r;+alent en *onteFte ur=ain eFer*ent une in//uen*e tr<s i ,)ortante sur le =ien->tre du tout+enant
 et)ro=a=le , ent en*ore)lus .rande)our les)ersonnes :ui doi+ent o ,)oser a+e* des *ontraintes, :u'il

services/dépendants, de personnes âgées des limitations fonctionnelles. Le bien-être est un facteur dans lequel doivent collaborer des spécialistes de différentes professions. Une contribution accrue des psychologues, ainsi que d'autres professionnels, est nécessaire pour rendre les services, en particulier dans la ville, encore plus efficaces. L'articulation sociale.

B2652*.), +%2&

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CONGRESS BEST POSTER AWARD PRIX DU MEILLEUR POSTER

L,)&4%&)4%& +,)'242+, '2; & &' H(, 52', '2; & &- / * ('2&- , (: @ ; &5* ++& 1 &- ' / *42, 5 4* 1 1 (- , (' , 2)&

+,) S35; 2& H, 1 &5¹



P)*65@1 , '2H(&

État de situation des gangs de rue

"e)-; no, <ne des .an.s, ou =andes *ri, inelles, tou*-e , aintenant des , illiers d'iade)tes , ar. inalis; s H tra+ers la)lan<te et *i'est)our: uoi il est de+enu un sulet de)r; o**u)ation internationale (@a.edorn, 200E). "e Ser+ie *anadien de rensei.ne , ents *ri, inels (SC (C, 200K) esti , ait en 200K : ue A00 .an.s de rue ; taient)r; sents H tra+ers le)ays, dont E0 au l u; =e* , *o ,)tant en+iron 000 , e , =res. #n Fran*e, *ertains laissent entendre : u'il eFiste au , ini, u , une =ande de Jeunes)ar *it; , *ara*t; ris; e *o , , e ZGone ur=aine sensi=le[,)our un total de K00 H L00 =andes de Jeunes ((iGk, SoulleG, &onGani ? !auer, 200M).

La répression n'est pas une solution

De+ant l'a))arente /la , =; e du)-; no, <ne, le)re , ier r; /leFe des ser+ies)oli*iers *onsiste -a=ituelle , ent H tenter d'i; radi: uer *es .rou)es,)ar une a*tion essentielle , ent r;)ressi+e. "a r;)ression n'i)l/re toute/ois : ue)eu de r; sultats si elle est utilis; e de , an<re unilat; rale (3lein, 22E). %on seule , ent *ette strat; .ie est insu//isante)our /aire /a*e au)-; no, <ne des .an.s, , ais elle)ourrait , > , e a+oir)our e//et d'i)au. , enter leur +iolen*e, de ren/or*er leur noyau et de rallier)lus s; rieuse , ent *ertains , e , =res.

Le développement social communautaire

C'est)our: uoi nous)ri+il; . ions une autre a))ro*-e, =eau*ou) , oins r;)andue *e)endant : le Z d; +elo))e , ent so*ial *o , , unautaire [. Cette strat; .ie n'i'est)as *entr; e sur les situations et les /aits *ri, inels, , ais sur les *auses et sur l'a , ; lioration du tissu so*ial *o , , e , oyen de /reiner la)ro)a. ation de .an.s et de la d; lin: uan*e : u'ils . ; n<rent. "e d; +elo))e , ent so*ial sia))uie sur la)o)ulation elle- , > , e. %on seule , ent il *ontri=ue H son

9ni+ersit; du l u; =e* H Trois- (i+i<res syl+ie. -a , el j u: tr.*a
Pro/esseure au d;)arte , ent de)sy*-o; du*ation, Dire*tri*e du 7rou)e de re*-er*-e et d'iinter+ention en ada)tation)sy*-oso*iale et s*olaire, Dire*tri*e du Centre international de *ri, inolo. ie *o ,)ar; e ^ Antenne 9 IT (, C-er*-eure au Centre Jeunesse de &ontr; al ^
'nstitut uni+ersitaire

; anouisse, ent, , ais il le /ait)ar lia*ti+ation de son)ro)re)otentiel. Ce*i rejoint la)osition de C-a+is (2000) : ui d;/init le d;+elo))e, ent so*ial *o, , e un)ro*essus de *oo); ration +olontaire, d'entraide et de *onstru*tion de liens so*iauF entre les r;sidents et les institutions d'un , ilieu lo*al, +isant lia, ; lioration des *onditions de +ie tant indi+iduelles : ue *olle*ti+es, sur les)lans)-ysi: ue, so*ial et ; *ono, i: ue.

A++)*4%&

Le pouvoir aux communautés

Dans le *adre du)rolet *Jeunesse et gangs de rue*, nous a+ons don* re*ouru auF *o, , unaut; s elles- , > , es, H leurs eF)ertises, leur *onnaissan*e des Jeunes, leurs , oyens et leurs ressour*es. Ce*i rejoint l'id; e de)lus en)lus r;)andue selon la: uelle les)reu+es s*ienti/i: ues ne sont)as su//isantes H la *on*e)tion des)ro.ra, , es et, en *ons; : uen*e, : ue la)arti*i)ation des , ilieuF sii,)ose *o, , e di, ension in*ontourna=le et essentielle H l; la=oration de lia*ti)on des)ou+oirs)u=li*s. "a *o,)leFit; des)ro=<, es auF: uels nous so, , es aujourdi=ui *on/ront; s, i*i le)-; no, <ne des .an.s, re: uiert)lutet : ue des , ; *anis, es soient , is en)la*e)er, ettant : u'une di+ersit; d'ia*teurs *on*ern; s n; .o*ient, s'ialustent les uns auF autres selon leur)ou+oir relati/ et leurs syst<, es de +aleurs res)e*ti/s,)our)rendre ense, =le des d; *isions issues d'iententes et de *o,)ro, is.

Une évaluation participative

Dans *ette)ers)e*ti+e, nous a +oulu , ener une *évaluation participative* et, de *ette /aDon, /a+oriser la)arti*i)ation et l; du*ation des a*teurs a/in : uils de+iennent)lus -a=iles H *ontreler leur +ie et leur en+ironne, ent (Fine, Torre, !oudin, !o1en, Clark, @ylton, &artineG, (o=erts, S, art et 9)e. ui, 200A\$ 5ason, 3eys, SuareG-!al*aGar, Taylor et Da+is, 2002). "l; du*ation *onduirait H une *ons*ientisation *-eG les a*teurs *on*ern; s les aidant H /aire /a*e H leur r; alit; so*iale et auF)ro*essus : ui y sont asso*i; s. #n retour, *e*i +iendrait au. , enter leur)ou+oir et leur *a)a*it; de trans/or, er leur , ilieu.

Une méthodologie qualitative

"l; +aluation : ue nous a+ons , en; e *o, , andait : ue nous utilisions une , ; t-ode : ualitati+e. %ous +oullions saisir la r; alit; des a*teurs H)artir de leurs)ro)res *adres de r; /; ren*e, *euf a+e* les: uels ils inter)r<tent les /aits, de , >, e : ue leurs a*ti)ons et les)ens; es : ui s'y ratta*-ent. Cette a))ro*-e s'ins)ire de la)-; no, ; nolo. ie : ui d;/end l'id; e selon la: uelle il est essentiel de)rendre en *onsid; ration le sens : uia**ordent les indi+idus au , onde : ui les entoure, ; tant donn; : uils sont en ra))ort a+e* lui et : uils se)ro)ettent en lui, *e : ui les a, <ne H d;+elo))er une *ons*ien*e H son ; .ard (!outin, 200K). %ous a+ons r; alis; en tout 6 entretiens se, i-diri. ; s au)r<s d'ia*teurs *l; s du)rolet, issus de trois lo*alit; s de la r; .ion de &ontr; al au l u; =e*. Ces a*teurs sont des inter+enants et des *itoyens : ui ont uni leurs *o,) ; ten*es)our ; la=orer et , ettre en h u+re des)lans d'ia*ti)on lo*auF no+ateurs, +isant H r; +enir le)-; no, <ne des .an.s en s'ia))uyant sur une a))ro*-e de d;+elo))e, ent so*ial *o, , unautaire.

R@/ (5', ' /

Innovation et controverse

Dans cette dernière, nous avons vu se dérouler d'abord un processus d'innovation servant à assembler diverses forces de savoir enant à la fois des citoyens, des citoyens et des professionnels. De nombreuses discussions ont donc été tenues et, dans cette foulée, divers sujets ont été abordés : qui sont les participants, les acteurs, les acteurs, et si certains d'entre eux se joignent à l'assemblée, en s'inspirant de l'expérience. Les participants sont ceux ayant soulevé la controverse.

Toutefois, les participants ont, en outre, au cours de la dernière, joué un rôle important. Au contraire, ils ont été encouragés et encouragés. Dans cette perspective, il faut également noter le rôle de l'interlocuteur et de l'interlocuteur des échanges de dialogue servant à faciliter les négociations entre eux. Cette tâche est sans doute la plus difficile car elle est que les discussions ne sont pas reconnues, et, en ayant de

Une communauté mobilisée

#n 2006, le)rojet , ettait en s*<ne les inter+enants de trois , aisons de Jeunes, du ser+i*e de)oli*e, de la , uni*i)alit;, de deuF ;*oles se*ondaires, de deuF *entres)our Jeunes ra**ro*-eurs et de deuF entre)risés d; *ono , ie so*iiale :ui, ense , =le, ont r; ussi H Joindre L 222 Jeunes :ui ont)arti*i) ; H des a*ti+it;s r; . uli<res et)on*tuelles (;+; ne, ents s); *iauF). #n 200E, 2 KA Jeunes se sont ins*rits H des a*ti+it;s r; . uli<res et 606, H des a*ti+it;s)on*tuelles (@a, el, Cousineau ? 0; Gina, 200K). #n 200K, le)rojet ;tait , is en *andidature)our re*eoir le)rif d'ellen*e du (;seau :u;=; *ois de Oilles et Oilla.es en sant; :ui se *onsa*re auF)rojets de d;+elo))e , ent dura=le.

D&/ 5&K* - / H(& - * (/ '2)* - / :& 4&'& &>+@)2&-4&

Les innovations et le développement social ne vont pas de soi

"es entretiens indi+iduels :ue nous a+ons *onduits au)r<s des a*teurs du)rojet les ont aid;s H tra+erser les)riodes dil/i*iles, en leur *;dant la)arole et en leur)er, ettant ainsi d'a+oir une tri=une su))l; , entaire et , >, e une *ertaine e,)rise sur les enjeuF se ratta*-ant H la d; , ar*-e. "eur)arti*i)ation auF dis*ussions en .rand .rou)e a aussi *ontri=u; au d;+elo))e , ent de linno+ation. "es dis*ussions se sont a+;res indis)ensa=les H l'unit; et H la solidarit; des .rou)es.

"a *o , =inaison de *es deuF ;l; , ents ^ entretiens indi+iduels et dis*ussions en .rand .rou)e -, :ue nous a+ons int; .r;s H la d; , ar*-e)ar l'entre , ise d'ine a))ro*-e)arti*i)ati+e et :ualitati+e, ont a))are , , ent =ien ser+i H *es a*teurs :ui tentaient de /i.urer *o , , ent ils)ou+aient r;a , ;na.er les syst<, es d'inter+ention eFistants. 9n tel eFer*i*e *o ,)orte des dil/i*ult;s :ui sont)lus /a*iles H sur , onter lors:ue les a*teurs s)a))ro)rient le nou+el o=jet :u)ils)ortent (une nou+elle a))ro*-e)our la)r;+ention du)-;no , <ne des .an.s) et)ar+iennent H lui donner un sens *o , , un (Alter, 2002 § #d:uist ? @o , , en, 222k %adeau, 200K). Pour :u)une trans/or , ation s)io<re, une nou+elle +ision doit d'a=ord ; , er.er (!eno't " ;+es:ue, 200E). Ce :ui,)ar *ontre,)eut >tre ardu lors:ue les a*teurs i ,)li:u;s d;/endent des syst<, es de *royan*es di+er.ents (7aut-ier, 200K). 'l s)a+<re en e//et :ue =ien sou+ent la di+ersit; et li-;t;ro. ;n;it; des a*teurs :ui *onstituent la ri*-esse du r;seau :u)ils sont en train de /or , er,)eu+ent au d;)art)oser)lusieurs)ro=l<, es de tradu*tion, dont la solution doit)asser)ar la n; .o*iation et le *o ,)ro , is (Callon, 2MKS Callon, "as*ou , es et !art-e, 200 § 3lein et @arrisson, 200L).

Le pouvoir du dialogue et des mots

&ais la)arole et le dialo.ue ont le)ou+oir d'en .endrer un)ro*essus *riti:ue et r;/leFi/ :ui en retour /a+oriserait l; , er.en*e de *o , , unaut;s a))renantes et *o ,) ;ntes (Folk , an ? (ai, 22). C-a+is (200) dit :ue les *on/lits :ui au d;)art sur.issent au sein de *oalitions asso*i;es H des d; , ar*-es +oulant *onduire au *-an.e , ent, ne sont -a=ituelle , ent :ue le re//et de *euF :ue l'on retrou+e dans la *o , , unaut; ;lar.ie. Ces *oalitions ne)ourraient entra^ner au*un *-an.e , ent dans l'en+ironne , ent sans d'a=ord /aire /a*e H leurs)ro)res di+er.en*es. Celles :ui)ar+iennent H les r; soudre de+iendraient en)rin*i)e)lus /ortes :u)elles ne

Il;taient a+ant. "es int;r>ts et les)ou+oirs di+er.ents :ui au d;)art ont)our el/et de .;n;rer des tensions de+iendaient en retour res)onsa=les, une /ois :ue llon)ar+ient H ;ta=lir de nou+elles ententes, d'une /or*e a**rue :ui trans)orte les nou+eauF .rou)es d'la*teurs.

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@a. edorn, 5.&. (200E). T-e 7lo=al ' ,)a*t of 7an. s. *Journal of Contemporary of Criminal Justice*, 0ol. 2 , %o. 2, EA- K2

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2

COMMUNITIES & SOCIETIES

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COMMUNAUTES ET SOCIETES

L&/ 1 * : B5&/ :L, ++524, '2* - :&/ 4* - - , 2// , -4&/ / * - '-25/ , : , +'@/ +* () / * ('&-2) 5L, 4'2* - , (/&2- :&/ 4* 1 1 (- , ('@/ M

+,) C@425& B,) : * -1 M,)2& #* &55& G&); , 2/1 & "), -K*2/ C%, . - * -2



"bi,)ortan*e d'la , ;liorer la :ualit; des inter+entions)ar l'la))li*ation de *onnaissan*es (AC) s*ienti/i:ues est de)lus en)lus re*onnue en)sy*-olo.ie *o , , unautaire (Wanders, an et al., 200M), *o , , e dans d'iautres do , aines de l'inter+ention. A/in de soutenir l'la))li*ation des *onnaissan*es et d;+elo))er des strat;ies ada)t;es en *e do , aine, il est i ,)ortant de , od;liser les)ro*essus et d;ter , inants en jeu.

"es , od<les t-;ori:ues d'AC ont leur int;rt dans une)erse)eti+e de re*-er*-e ou ils sont utiles)our , ieuF *o ,)rendre les)ro*essus et d;ter , inants de l'AC. 'ls sont aussi)ertinents dans une)erse)eti+e de)rati:ue a/in de d;+elo))er de , eilleures strat;ies d'AC :ui r;)ondent H des *rit<res de :ualit; et d'ad;:uation auF situations, d'ada)ter les)rati:ues auF *onnaissan*es nouvelles et de)er , etre une , eilleure ;+aluation des)rati:ues en *ours. %otons *e)endant :ue les , od<les d'la))li*ation des *onnaissan*es (AC) ont)rin*i)ale , ent ;t; d;+elo))s au sein des do , aines , ;di*al et)sy*-oso*ial. 'l est don* i ,)ortant d'leFa, iner *o , , ent *es , od<les)eu+ent r;)ondre auF =esoins s;)i/i:ues de l'AC dans le do , aine de la)sy*-olo.ie *o , , unautaire.

"a)r;sente ;tude +ise H ;+aluer la *a)a*it; des , od<les d'AC H rendre *o ,)te des)ro*essus d'AC dans le do , aine de la)sy*-olo.ie *o , , unautaire. Pour *e /aire, trois o=le*ti/s sont)oursui+is () d;*rire les , od<les t-;ori:ues de l'AC eFistants (2) Y+aluer l'ad;:uation entre les , od<les d'AC eFistants et les s;)i/i*it;s de l'inter+ention au sein du do , aine de la)sy*-olo.ie *o , , unautaire (A) Pro)oser une , od;lisation de l'AC en)sy*-olo.ie *o , , unautaire.

O6j&4'20 1 F D&/4)2+'2* - :&/ 1 * : B5&/ '%@*)2H(&/ :& 5LAC &>2/' , - '/

"a)re , i<re ;ta)e de *e tra+ail a *onsist; en une re+ue de litt;rature +isant H identi/ier dill;rents , od<les d'AC d;+elo))s dans les do , aines , ;di*al et)sy*-oso*ial (C-a.non, 7er+ais, !ardon, en *ours).

%ous a+ons *o , , en* ;)ar re+enser AE00 arti*les dans des =ases de donn;es +ari;es, H)artir de , ots *l;s, dont KE ont ;t; retenus H)artir des r;su , ;s)our analyse su=s;uente. "analyse a ;t; /aite H)artir d'un ense , =le de *rit<res de *lassi/i*ation :ui a)er , is de s;le*tionner 6E , od<les t-;ori:ues de l'AC dans les do , aines , ;di*al, in/ir , ier,)sy*-oso*ial, de l;du*ation et du , ana.e , ent. "es , od<les re*ens;s rel<+ent de trois ty)es, identi/i;s dans la litt;rature sur le su)et, soit les , od<les de r;solution de)ro=le , e (%m A), les , od<les de diss; , ination (%m2M) et les , od<les intera*tionnistes (%mL). "es trois /i.ures *i-dessous

Cand P-D, 9ni+ersit; du l u ;=e* H &ontr;al
 2 Pro/esseur, 9ni+ersit; du l u ;=e* H &ontr;al

s*- ; , atisent les trois ty)es de , od<les d:AC tels : u:ils a) araisent dans les ; *rits. !ien entendu, *-a : ue , od<le eFa , in ; *onstitue une +ariation s) ; *i/i : ue de *es s*- ; , as . ; n ; rauF.

TYPE DE MODÈLE : RÉOLUTION DE PROBLÈMES

.....

de l'AC. Afin d'avoir fait une rétrospection des déterminants cités dans les modèles, nous les avons classés dans une perspective théorique. Cette classe, nous a permis de constater que la plupart des modèles indiquent que les déterminants jouant le plus influent l'AC sont associés aux dimensions, individuelles du modèle théorique, à savoir les caractéristiques individuelles des personnes utilisant les connaissances. Ces relations individuelles peuvent ne pas constituer une perspective théorique telle que la théorie systémique, l'écologie humaine, l'écologie humaine, l'écologie humaine.

Tableau récapitulatif des déterminants cités dans les modèles d'AC

"e se*ond aFe d'analyse +isait H ;tudier les o=je*ti/s des , od<les d'AC en /on*tions des o=je*ti/s de)sy*-olo .ie *o , , unautaire. De /aDon . ;n ;rale, les , od<les d'AC +isent l'a , ;lioration des)rati:ues)ar des *lini*iens ou l'ado)tion d'une inno+ation dans un , ilieu de)rati:ue =ien d ;/ini. "a *i=le du)ro*essus d'AC est rare , ent une *o , , unaut ; enti<re et les)ro*essus d ;*rits)our d ;/inir l'AC ne sont)as /or* ; , ent ada)t ; s H une a)ro*-e *o , , unautaire.

\$n)eut don* *onstater :ue les , od<les d'AC identi/i ;s dans la litt ;rature ne r ;)ondent :u'en)artie auF eFi.en*es de l'a)ro*-e en)sy*-olo .ie *o , , unautaire. "es =esoins s ;*i/i :ues de l'inter+ention *o , , unautaire en ter , es de , od ;lisation de l'AC)eu+ent siarti*uler autour des)eles sui+ants. () les *onnaissan*es s*ienti/i :ues *o , , unataires)r ;sentent des :ualit ;s s ;*i/i :ues, dans le sens ou elles sont . ;n ;rale , ent *o*-onstruites, *ontefualis ;es, issues d'un)ro*essus d ;li= ;rati/. (2) "es li , ites)r ;sent ;es)ar la di//i*ult ; de . ;n ;ralisation des r ;ultats de re*-er*-e en)sy*-olo .ie *o , , unautaire rendent toute a*ti+it ; de di//usion ;lar .ie)lus di//i*ile. Cela soul+e ; .ale , ent, H un autre ni+eau, la :uestion de la d ;/inition de *e :u'est la s*ien*e en)sy*-olo .ie *o , , unautaire (l'as)e*t s*ienti/i :ue de la)sy*-olo .ie *o , , unautaire est)eut->tre)lus dans ses , ;t-odes et sa ri .ueur :ue dans des r ;ultats s ;*i/i :ues. (A) "a *i=le de di//*o , , un)3Al ;on 8->a848 (a)13 (

CE QUE POURRAIT ÊTRE UN MODÈLE D'UC EN PSYCHO COM

Recevoir de nouvelles

S&- /& *0 4* 1 1 (-2'3 , - : / *42,5 + ,)'242+ , '2* - 2- , : *5&/4&-4&

63 E5;2), C24* . - , -2' M* -24, C%2&/ /2' & C%)2/ ' *+%&) S* - -2



l-'* : (4'2*-

T-e relations-i) =et1een sense of *o , , unity and so*ial)arti*)ation -as =een a to)i* of t-eoret*)al and e ,)iri*)al resear*- 1it-in Co , , unity Psy*-olo.y. Sense of *o , , unity (SoC) is *onsidered a *atalyst /or *o , , unity)arti*)ation, in*reasin. indi+idual and *olle*ti+e a*tion (C-a+is ? Wanders , an, 220).

(e*ently, t-is issue -as =een in+esti.ated also a , on. adoles*ent)o)ulations. Studies on Sense of *o , , unity de+elo) , ent durin. t-e adoles*ent years -a+e e ,)-asi)ed t-e role of t-e in*reasin. o))ortunities of a*ti+e in+ol+e , ent in t-e *o , , unity, t-at /ollo1 /ro ,)sy*-oso*ial and de+elo) , ental transitions, in in/luen*in. adoles*ents) eF)erien*e of *o , , unity and SoC (#+ans, 200L). 'n)arti*)ular, adoles*ents))arti*)ation in stru*tured .rou) a*ti+ities)ro+ides o))ortunities to de+elo) relations-i)s 1it-)eers and adults, and in*rease so*ial *)a)ital and *)i+i* res)onsi=ility (4ouniss et al., 22L). Al=anesi et al. (200L) /ound t-at in+ol+e , ent in /or , al .rou)s is asso*iated 1it- in*reased *)i+i* in+ol+e , ent and -i. -er Sense of *o , , unity.

A21 /

T-e ai , of t-is resear*- 1as to /urt-er test t-e relations-i) =et1een Sense of *o , , unity and so*ial)arti*)ation in adoles*en*e. Di//eren*es a**ordin. to a.e and .ender in SoC and so*ial)arti*)ation 1ere also *onsidered.

M&'%* :

Parti*)ants in*luded KK -i. - s*-ool students /ro , a , ediu , -si)ge to1n (2E,000 -a=itants) in %ort-ern 'taly. Adoles*ents attended t-e se*ond and t-e /ourt- year of di//erent ty)es of -i. - s*-ools ("y*ee, Te*-ni*al s*-ool and 0o*ational s*-ool). A.e ran.ed =et1een E and M years old.

6L b 1ere , ale and EA b /e , ale.

M&, / ()&/

T-e study is)art of a =oader)role*t. 'n t-is *ontef t-e /ollo1in. instru , ents 1ere *onsidered:

Sense of Community

't 1as , easured usin. t-e s-ort +ersion of t-e Sense of Co , , unity S*ale /or Adoles*ents (SoC-A) C-iessi, Ci*o.nani ? Sonn, 20 0), 1-i*- , easures sense of *o , , unity re/erred to t-e lo*al *o , , unity (to1n) it in*ludes 20 ite , s (ran. e 0-6) *orres)ondin. to /i+e su=s*ales (*Sense of belonging, Support and emotional connection in*

¹ niversity of !olo.na ('taly)
² Oi*torian niversity (&el=ourne, Australia)

the community, Support and emotional connection with peers, Satisfaction of needs and opportunities for involvement, Opportunities for influence) (α ranged from .6 to .8).

Group membership

Participants were asked about their belonging to 10 types of groups (e.g., sports groups, religious associations, volunteer associations, etc.) (yes/no). For the purposes of further analyses, a summary score was calculated (number of groups).

Social participation

It was measured by 10 items assessing, on a four-point scale, the frequency of different forms of participation. Factor analysis indicated the presence of four factors: social participation (e.g., donating, money), political participation (e.g., demonstrations, petitions), protest-oriented participation (e.g., strikes, occupations) and religious participation (e.g., attendance to religious events).

R&I (5' /

Differences according to age, gender, type of school

ANCOVAs on SoC subscales indicated a significant main effect of gender on Sense of belonging ($F_{(1, 166)} = 4.2, p = .04$), Satisfaction of needs and opportunities for involvement, and Support and #, optional Connection with Peers ($F_{(1, 166)} = 10.06, p = .002$) and Support and #, optional Connection with Peers ($F_{(1, 166)} = 10.06, p = .002$): in all cases scores were higher for males than for females. ANCOVAs on Support and #, optional Connection with Peers also showed a main effect of school year ($F_{(1, 166)} = 2.62, p = .11$), indicating a reduction in SoC levels in the older groups.

Table 1

Differences in SoC scores according to the variables (Means and SD)

	Gender		School year	
	Male	Female	'00	'01
Sense of inclusion.	2.18 (.00)	2.16 (.02) ⁰⁰⁰	2.18 (.02)	2.17 (.02)
Support and # of optional Connection in the Community	2.18 (.10)	2.16 (.16)	2.18 (.16)	2.17 (.1)
Support and # of optional Connection with Peers	2.18 (.20)	2.16 (.20) ⁰⁰	2.18 (.12)	2.17 (.22) ⁰⁰⁰
Satisfaction of needs and opportunities for involvement	2.18 (.16)	2.16 (.16) ⁰⁰⁰	2.18 (.16)	2.17 (.16)
Opportunities for involvement	2.18 (.1)	2.16 (.12)	2.18 (.16)	2.17 (.12)

000)n.00 00)n.0 0)n.0E

A 95% CI on the total score of (row), e.g., =ers-i) indicated that males (.E6) =elon. to , ore .rou)s t-an /e , ales (.A)($F_{(,K6M)} m K, 0M, p n.0E$).

Prosocial participation is -i. -er a , on. /e , ales t-an , ales ($F_{(,K6M)} m 6.0L, p n.00$). and increases 1it- s*-ool year le+el a , on. /e , ales 1-ereas a , on. , ales, scores decrease ($F_{(,K6M)} m 6.AA, p n.0E$). Political participation is -i. -er a , on. older adolescents ($F_{(,K6M)} m 0.2A, p n.00$), and is -i. -er a , on. , ales ($F_{(,K6M)} m 6.2, p n.0E$). Protest-oriented participation decreases 1it- s*-ool year le+el ($F_{(,K6M)} m 2.22, p n.00$). (eligious) participation only differs according to gender, =ein. -i. -er a , on. /e , ales ($F_{(,K6M)} m 22.L, p n.00$).

Relationships between sense of community, group membership and social participation

Differences in Sense of Community according to (row), e.g., =ers-i) were assessed for the three (ostly)ial .rou)s attended =y) participants (sports .rou)s, volunteerin. .rou)s and religious .rou)s). Sense of Community is -i. -er a , on. , e , =ers o/ sports .rou)s (sense of inclusion, support and optional connection with peers and support and optional connection in the community) + volunteerin. .rou)s (support and optional connection with peers and opportunities for involvement) and religious .rou)s (almost all dimensions of SoC) (Table 2).

Table 2

Sense of community: Differences according to group belonging (M and SD)

	S+*)' / .) * (+ /		V*5 (- '&&)- . .) * (+		R&52 . 2* (/ .) * (+	
	4	%	4	%	4	%
Sense of Belonging	2.00	.06	2.00	2.00	2.26	.2
	(.22)	(.0E)000	(.2A)	(.0A)	(.2)	(.0E)000
Support and #, optional Connection in the Community	.60	.26	.62	.66	.6	.6
	(.KM)	(.K6)00	(.KM)	(.KL)	(.K)	(.L0)
Support and #, optional Connection with Peers	2.60	2.2E	2.60	2.2	2.6	2.6
	(.MM)	(.2A)000	(.ML)	(.2E)0	(.MA)	(.2L)000
Satisfaction of needs and opportunities for involvement, etc	.60	.66	.60	.66	.66	.66
	(.M2)	(.L2)	(.EM)	(.EM)	(.ME)	(.ME)000
opportunities for involvement	2.60	2.2E	2.62	2.60	2.60	2.2E
	(.M0)	(.M6)	(.M6)	(.M)0	(.LK)	(.MA)000

000)n .00 00)n .0 0)n.0E

Correlations between sense of community subscales and dimensions of participation indicated that religious participation correlates with all subscales of sense of community, even though the coefficients are low (sense of belonging: $r = .00$, support and optional connection in the community: $r = .20$, support and optional connection with peers: $r = .60$, opportunities for involvement, etc, $r = .60$). Protestant participation correlates with opportunities for involvement ($r = .60$).

To test the impact of religious identity and sense of community in explaining social participation, hierarchical regression analysis was conducted, including religious identity in the first step and sense of community subscales in the second. As regards Protestant participation, religious identity significantly predicts participation ($\beta = .00$, not directly and through religious identity) opportunities for involvement ($\beta = .20$) ($R^2 = .0A$). Sense of community has no impact on political participation, whereas religious identity significantly predicts religious participation ($\beta = .00$) ($R^2 = .06$). Protestant participation is significantly predicted by religious identity ($\beta = .02$) and sense of belonging ($\beta = .60$) and positively predicted by support and optional connection with peers ($\beta = .60$). Religious participation is positively predicted by religious identity ($\beta = .20$), opportunities for involvement ($\beta = .02$) and negatively by satisfaction of needs and opportunities for involvement ($\beta = .20$).

D2/4 (//2* -

(results of this study provide support to the role of religious identity and sense of community in involvement in different forms of social participation in adolescence, indicating a distinct role of the different dimensions of SoC. Religious identity, opportunities for involvement, involvement only plays a role in involvement. Protestant and religious participation, that is the total, is also related to involvement, etc.

It is also evident that adolescents' participation in strikes and demonstrations is enhanced by a broader sense of belonging. In the local community and a wider environment and educational institution. (elaborate) participation is stronger when adolescents are less satisfied with the opportunities offered by the local community. Furthermore, positively mediated relationships of participation, affective or protest-oriented participation, further on/in, in that the latter is related to adolescents' belonging to societies/tyes of groups and not to the wider community.

Furthermore, the magnitude of the effects is low, and require further sorting. Evidence, results are consistent with previous findings (e.g., Al-Anesi et al., 2008) and indicate the need to investigate more analytically the processes underlying different dimensions of SoC, (attitudes) domains and/or, of participation.

R&D-4/

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Houniss, S., & Houniss, S. A., & Houniss, S. (2008). What We Know About Gender and Identity. *American Behavioral Scientist*, 51, 1-12.

! * ('% + ,) ' 2 4 2 + , ' & / 2 - S , - ' , E (5 , 5 2 , . A - & > + &) 2 & - 4 & * 0
+ ,) ' 2 4 2 + , ' *) 3 6 (: . & ' / A 2 ' % 3 * (- . + & * + 5 &

A6* (' 42'2<&- /L +,)'242+, '2* -

'n our +ie1, *itiGensß)arti*i)ation is at t-e sa , e ti , e:

- a *itiGensß ri. -t: 1e -a+e a le.al /ra , e t-at o=li.es)u=li* ad , inistrations to .uarantee t-is ri. -t.
- a *itiGensß o=li.ation: 1e s-ould de+elo) t-is a1areness 1it-in t-e *itiGens. (Paulo Freire, 2MM)
- a resour*e: to a*-ie+e real so*ial trans/or , ations and to /a*e real needs and o))ortunities, a*ade , i* kno1led.e is not t-e only)ossi=le one (kno1led.e e*olo.y, (Santos !oa+entura de Sousa, 200K).
- a -u , an need: i/ 1e don't)arti*i)ate, 1e are not ali+ep T-e)oint is -o1 to take)art not only in individual issues, =ut also in *o , , on ones.

T-ere/ore, *itiGensß)arti*i)ation is i



P)*4&// P)*025&F D ! * ('% ', 9& +,)' 2- S, -', E(5, 52, 000E

T-e)ro*ess 1as ordered =y t-e lo*al aut-ority o/ Santa #ulalia de (onDana, s)e*i/i*ally =y t-e 4oun. and Culture De)art , ent, =et1een Se)te , =er 200L and 5anuary 200M (E , ont-s). T-e te*-ni*al tea , de+elo)in. t-e)role*t 1as *o ,)osed =y 2 , e , =ers o/ t-e 4out- and Culture De)art , ent and 2 , e , =ers o/ #TCS *oo)erati+e 1-o 1ork to.et-er on)arti*i)ation studies in+ol+in. t-e 9ni+ersity o/ !ar*elona and t-e Autono , ous 9ni+ersity o/ !ar*elona. T-e tar.et)o)ulation 1as youn.)eo)le a.ed E to 2E years (a=out K00 in-a=itants, 2b o/ t-e)o)ulation o/ t-e , uni*i)ality). And t-e =ud.et o)en to t-e)arti*i)ation o/ youn.)eo)le 1as 20,000 euros, 60b o/ t-e =ud.et /or 4out- and Culture De)art , ent o/ t-e , uni*i)ality o/ Santa #ulalia (t-e rest o/ t-e =ud.et is used in)ra*ti*e to re*ruit sta//).

T-e 1ill o/ t-e Pro*ess 1as:

1. 7i+e youn.)eo)le a role in t-e , uni*i)al =ud.et,
2. 7enerate autono , y,
3. A S-are res)onsi=ility 1it- t-e youn.)eo)le re.ardin. t-e *riteria /or s)endin.)u=li* resour*es,
4. A *ounta=ility in)u=li*)oli*ies

And t-e ai , o/ t-e)ro*ess 1as: \To in+ol+e t-e youn.)eo)le in a)ro*ess o/ de , o*rati* deli=eration and de*ision - , ade to de*ide -o1 to allo*ate)art o/ t-e , uni*i)al =ud.et, t-e youn. and *ultural de)art , ent annual =ud.et].

Handicaps & challenges

- 1. Spatial dispersion (Santa #ulalia is divided into 6 separated nei. -our-oods 1it- so , e .eo.ra) -i*al =arriers and distan*e).
- 2. S-ort)ro*ess)eriod, =e*ause o/ , uni*i)ality re:uire , ents.
- A. #n.a.e , ent o/ youn.)eo)le 1it-in)u=li*)oli*ies , akin..
- 6. %ot enou. - =ud.et to satisf/y youn.)eo)le's needs, su* - as =uildin. so*ial -ousin. , *ultural /a*ilities, et*.

Strengths

- 1. Stron. lo*al aut-orities (leaders-i).
- 2. Pre+ious net1orkin. =et1een youn. and *ultural or.aniGations.
- A. A ne1 le.al /ra , e t-at sti , ulates youn.)eo)le's)arti*i)ation ((e.ional 4oun. Poli*ies)lan, 200L - 02) and .i+es a dia.nosis a=out t-e situation o/ t-e you- in Santa #ulalia (needs ? o))ortunities 1-ere analysed =e/ore).

P% , /&/ *0 '%& +)*4&/ /F /'&+ 63 /'&+

T-e)ro*ess -ad /our)-ases:

P-ase : Set u))re+ious a.ree , ents to ensure t-e)ro*ess, 1it- all t-e a*tors:

Wit- lo*al aut-orities: *lari/yin. t-e)ro*ess's li , its, resour*es and .oals (=e1are usin. *itiGens (arti*i)ation as)oliti*al , arketin. onlyppp).

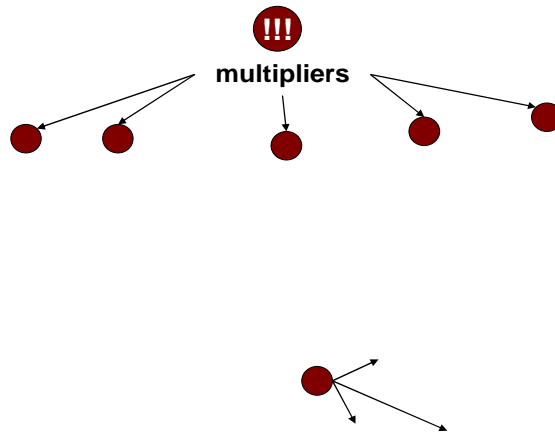
Wit- lo*al , uni*i)ality sta//: 1e need to in+ol+e t-e , durin. t-e)ro*ess. T-ey are .oin. to =e t-e /uture /a*ilitators. We (as *o , , unity 1orkers) 1ork /or disa)earin. , e ,)o1erin. lo*al a*tors in order not to =e re:uired in t-e /uture.

Wit- youn. or.anisations: =e/ore startin. t-e)ro*ess it is ne*essary to *ontrast 1it- t-e , t-e li , its and .oals, and to set an a*ti+e .rou) (steerin. *o , , ittee)

P-ase 2: %et1ork analysis ? risin. , ulti)liers

'n a /irst asse , =ly 1e s-ared t-e li , its and .oals o/ t-e)ro*ess 1it- t-e)arti*i)ants and 1e *reated a so*ial , a))in. tool t-rou. - a)arti*i)ati+e 1orks-o) 1it- t-e youn.)eo)le .rou)s. T-is in/or , ation 1as *o ,)leted 1it- eFtra in)uts /ro , inter+ie1s to key in/or , ers (not only youn.)eo)le) i

We , a))ed 1-ere t-e youn.)eo)le are and)lanned -o1 1e *ould en.a.e t-e , 1it- t-e)ro*ess. We *olle*ted t-eir)ro)osals /or t-e =ud.et. All t-is 1it- t-e ai , o/ , ulti)lyin. t-e)arti*i)ants in t-e)ro*ess.



4oun. So*ial &a) o/ Santa #ulalia.

P-ase A: se*ond asse , =ly ? settin. *riteria to rank t-e /inal)rosals

T-e *-osen rankin. *riteria 1as:

. We 1ill +alue t-e)rosals t-at ta*kle .eneral needs o/ t-e yout-, so , ore youn.)eo)le 1ill =e =ene/it.

2. We 1ill +alue t-e)rosals t-at are , iddle and lon. ter , a*tions.

A. We 1ill +alue t-e)rosals t-at ta*kle =asi* yout- needs: -ousin., lo=s, -ealt- and edu*ational issues (eF*ludin. leisure)rosals).

P-ase 6: Feed=a*k o/ results

!y , ail , , edia, internet, ne1s)aer, in -i. - s*-ool, et*, and e+aluation 1it- t-e)ro , oters and t-e youn. a*ti+e .rou) (steerin. *o , , ittee)

R&/ (5' , - : C* -45(/2* -

)arti*i)ation d;tails	K2 youn. , ade t-eir)rosals (2L b o/ youn.)eo)le a.ed =et1een E and 2E)
a+era .e a. in.)arti*i)ation	E to 20 years old, less)arti*i)ation o+er 20 years old
steerin. *o , , ittee)arti*i)ation	L - 2 , e , =ers, A , eetin. s
a+era .e attendin. t-e t1o asse , =lies	2E - A0)ersons
l ualitati+e)arti*i)ation details	all t-e youn. and *ultural or.aniGations en.a.ed durin. t-e)ro*ess\$ -i.- *onsensus 1it- t-e /inal)rosals
' ,)a*t	all t-e)rosals 1ere de+elo)ed one year later =y t-e lo*al .o+ern, ent. %o1adays t-e)ro*ess is still runnin. =y itself/ and 1it-out uspppp.

R&0&)-4&/

Ander-# . , #. (200A). *Repensando la Investigación-Acción-Participativa*. !uenos Aires: #ditorial Po)ular.

Freire, P. (2MM): *Pedagogía del Oprimido*. &adrid : #d. Si. lo 88'.

7 anuGa, #. (200A): *Democracia y presupuestos participativos*. !ar*elona: '*aria)olRti*a.

7enro, T. i SouGa, 9=itaran (22L): *Orçamento participativo*. Sao Paolo: #d. FundaDao Perseu A=ra , o.
&arion Sintoner, 4. (200A): *Porto Alegre, la esperanza de otra democracia*. &adrid: #ditorial De=ate.
Santos, !oa+entura de Sousa (200K), qT-e 9ni+ersity in t-e 2 st Century: To1ards a De , o*rati* and
, an*i)atory 9ni+ersity (e/or , q, in (-oads, (o=ert e Torres, Carlos Al=erto (#d.), *The University, State, and
Market. The Political Economy of Globalization in the Americas*. Stan/ord: Stan/ord 9ni+ersity Press, K0- 00.
Oillasante, T. (. y 7arrido, 5. (*oord)(2002): *Metodologías y presupuestos participativos. Vol 3 Construyendo
ciudadanía*. &adrid: '#PA"A #ditorial.

R&/+* - :2- . '* 452 1 , '& 4)2/2/F 4% , 55&- . &/ '* 4())&- ' , ++)* , 4%&/

63 E52< , 6&'% ")&& 1 , -1 & # , 4H (&52 - & A9% ()) / '2



l-')* : (4'2* -

T-is)role*t arose in t-e *onteFt o/ t-e de+elo) , ent o/ Pea*e Studies at 4ork St 5o-n 9ni+ersity, ai , in. to resear*- so , e o/ t-e)ro=le , s *on/rontin. t-e surroundin. *o , , unity, and understandin. -u , an relations in t-e *onteFt o/ *risis and *-an. e.

(es)ondin. to t-e *-allen. es o/ t-e *li , ate *risis, sustaina=ly and e:uita=ly, is ar. ua=ly t-e . reatest task t-at *on/ronts . lo=al *o , , unities. 7o+ern , ent =odies and inde)endent or. anisations -a+e =ot-)arti*i)ated in leadin. *a ,)ai. ns /or *-an. e.

T-e)role*t 1as eF)loratory and in+ol+ed a literature sear*- , t-e , ati* analysis, and a *o , , unity *ase study dra1n /ro ,)ersonal eF)erien*e. T-e /o*us o/ t-e)role*t 1as on t-e *o , , uni*ation o/ *li , ate *-an. e , essa. es t-at ai , ed to *-an. e)u=li* =e-a+our. T1o :uestions 1ere)osed: \-o1 are)eo)le en*oura. in. ot-ers to res)ond to t-e *risisC] , and \in 1-at 1ay are t-ey 1antin. t-e , to res)ondC] T-ese ai , ed to)ro+oke t-ou. -t around t-e 1ay in 1-i*- *li , ate *-an. e issues are =ein. *o , , uni*ated, 1-at e//e*t t-ese *o , , uni*ations -a+e on)eo)le and t-e role o/ *o , , unity a*tion and)arti*i)ation in ta*klin. *li , ate *-an. e.

E> , 1+5&/

'n order to .ain a /irst sense o/ t-e *onse :uen*es o/ *li , ate *-an. e *a ,)ai. ns, in ter , s o/ a1areness raisin. and i ,)a*ts on =e-a+our, a rando , sa ,)le o/ uni+ersity students 1ere asked \ ' say t-e 1ord \len+iron , ent 1-at /irst *o , es to , indC]. T-e res)onses in+ol+ed 1ords like *re-cycling*, *eco-friendly*, *carbon footprint*, *pollution*, *ozone*, *gl?RJAé?72&JAnd warming*, uni*ation tools su*- as *media* and *news*. Students re//e*ted:

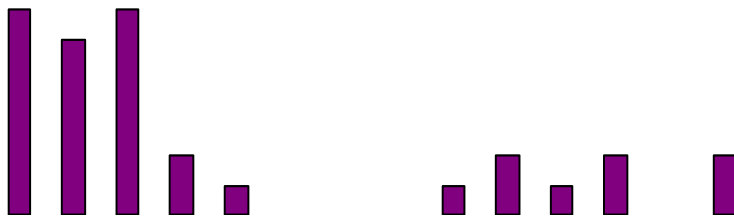
my response feels conditioned;

my view ??RJ? environment has been corrupted; the 'eco' is more like a 'fashion' or 'fad' rather than people actually trying to do something :?RJAé?72&jJut it;

environmentiAJly friendly 'stuff' is 'stupid', 'nonsense' and 'bad'.

T-e :uestion =e*a , e \1-at do , inant , essa. es -a+e)rodu*ed su*- res)onsesC] To eF)lore t-ese, 1e looked at \traditional 1)u=li* ser+i*e *o , , uni*ations, to in+esti. ate -o1 t-ese , i. -t re)li*ate so , e o/ t-e entren*-ed)o1er di//erentials and eFistin. ine :ualities in so*iety.

P-D Psy*-olo. y - Fa*ulty o/ @ealt- and "i/e S*ien*es - 4ork St 5o-ns 9ni+ersity
 2 4ork St 5o-n 9ni+ersity, 4ork, 93.



the household to act in an energy saving way and the advert, lent to effect, as i.e. Martin. Every-in. of. The
everyday and relevant of such, methods of work, variations are questionnaire design a poll on liability, at the
identified that 80% of Britons thought that it would be best tackled at a local level just under 10% of Britons
(2b) thought that local level, in. would be best tackled by individual households (Poll on liability, at the end, 2006).

In the second advert, ACT 2002, work, variation aimed targeted individual responsibility, and reinforcement. This

T- is e+iden* e su))orts a state , ent , ade =y Paul Cotterill (200K) t- at \ 'tis ti , e to su))ort a ne1 =reed o/)eo)le *o , , itted to *-an.in. t- e 1orld]. 'indeed, , ore is needed in ter , s o/ su))ortin. ,)ro, otin. and *ele=ratin. *o , , unity a*ti+is , and)arti*i)ation. Co , , uni*ators s-ould e , =ra*e o))ortunities o/ 1orkin. 1it- *o , , unity a*ti+ists and s-ould *o , , uni*ate a +ision /or t- e /uture. Furt-er , ore, 1e su. .est t- at *li , ate *risis , essa.es t- at *ontain less =la , e, use less s-o*k ta*ti*s, are *onsistent and *lear, and tailored to s)e*i/i* .rou)s o/)eo)le and *o , , unities ("orenGani *et al.*, 200) 1ould result in , ore)ositi+e and e//e*ti+e *o , , uni*ation.

Fro , t- is eF)loratory study it see , s *lear t- at it is i ,)ortant to e+aluate and , onitor -o1 *o , , uni*ation , et-ods are =ein. used and, t- e e//e*ts and i ,)a*t o/ do , inant *o , , uni*ation a))roa*-es (su*- as traditional a))roa*-es) on)eo)le:s attitudes and =e-a+iour in relation to *li , ate *risis. For eFa ,)le, t- e res)onses)ro+ided at t- e =e.innin. o/ t- e)resentation de , onstrated ne.ati+e s*-e , as and asso*iations t- at 1ere)rodu*ed /ro , t- e 1ord \en+iron , ent] and *reated /ro , *li , ate *risis *o , , uni*ation t-rou.- , edia and literature. Furt-er , ore, res)onses 1ere /ar re , o+ed /ro , t- e 1ords asso*iated 1it- its de/inition like \surroundin.s\ , \lo*ation\ , or \e*osyste , \. T- ere also see , s to =e no sturdy =rid.e *onne*tin. indi+idual ideolo.ies (1- i*- -a+e =een t- e)ri , ary tar. et o/ *o , , uni*ation , et-ods) and)lanetary ideolo.ies t- at a*ti+ists and aut-ors like 5a , es "o+elo*k *o , , uni*ate, and *o , , entators su*- as Al.ore ad+o*ate. 't is /elt t- at t- is .a) is so , et-in. *o , , entators s-ould =e a1are o/ and take into *onsideration 1-en *o , , uni*atin. *li , ate *-an.e.

\$+erall, it is *lear t- at so , e 1ell- , eanin. *o , , entators are tryin. to *o , , uni*ate *li , ate *-an.e issues, =ut o/ten t- eir style /ails to rein/or*e t- e intended .oal. Co , , unities -a+e t- e)otential and a=ility to a*-ie+e so , et-in. t- at .o+ern , ent and leaders o/ten la*k: to)ro+ide , essa.es t- at e ,)o1er rat-er t- an dise ,)o1er)eo)le, and o//er a +ision t- at is a*-ie+a=le, -o)e/ul and ins)irin.. Su))ort and .uidan*e)ro+ided, t- ere/ore, s-ould /a*ilitate and nouris- a*ti+is , , and not su//o*ate or.ani* , +isionary dri+en)ro*esses t- at *-ara*terise)arti*i)ation and a*ti+ist *o , , unities.

R&0&)-4&/

!!C (2006, 5uly) Poll on *li , ate *-an.e. (etrie+ed Au.ust 2002 /ro , -tt):_ne1s.==*.o.uk_nol_s-ared=s)_-i_)d/s_2Mr0Lr06r*li , ate)oll.)d/ Cotterill, P. (200K, De*e , =er), Ti , e to , ake 1ay /or ne1 su)er-eroesC *New Start*, (etrie+ed M &ar* - 2002 /ro , 111.ses*ot.net.)rintrart.)-)C+ie1idsEEEE Dean, D. (200E). Fear, ne.ati+e *a ,)ai.nin. and loat-in.: T- e *ase o/ t- e 93 ele*tion *a ,)ai.n, *Journal of Marketing Management*, 2 (2), 0KL- 0LM. De)art , ent /or #n+iron , ent, Food and (ural Al/airs (200E). *Helping people make better choices*, Se*urin. T- e Future (*-a)ter 2) ^ 93 .o+ern , ent sustaina=le de+elo , ent strate.y. C , . K6KL. "ondon: T- e Stationery \$//i*e. @el , =re*-t, 5. (2002). 7ra , , ar and /un*tion o/ 1e, 'n A. DusGak (#ds) *Us and others: social identities across languages (pp31-51)* A , sterda , : 5o-n ! en!a , ins Pu=lis-in. Co. 'ni. o-&ora, '. (2006). \$n t- e use o/ t- e)ersonal)ronoun 1e in *o , , unities, *Journal of Language and Politics*, 3() , 2L-E2.

"orenGani, ', %i* -olson-Cole, #., and W-it , ars-, C (200L). !arriers)er*ei+ed to en.a.in. 1it- *li , ate *-an.e
a , on. t-e 93)u=i* and t-eir)oli*y i ,)li*ations t#le*troni* 0ersion|| *Global Environmental Change*, 1\$, 66E-6E2.
(i.=y, 3., !ro1n, &., Ana.nostou, P., (oss, & W., *et al.*, (2M2). S-o*k ta*ti*s to *ounter A'DS: T-e Australian
eF)erien*e, *Psychology and Health*, A(A), 6E- E2.
S-err, ". (220). Fear arousal and A'DS: do s-o*k ta*ti*s 1orkC *AIDS*, 6, AK -AK6.
T-ornton, 5., and (ossiter, 5. (., (200). Ad+ertisin. 1earout o/ s-o*k+alue anti-s)eedin. ads, *Proceedings of
the Australian and New Zealand Marketing Academy Conference*
||&eet Da+e ^ t-e ne1 star o/ t-e #ner.y Sa+in. Trust T0 ad! -tt):_111.youtu=e.*o , _1at*-C+m#2-IGCu-n#1
ACT\$%C\$2 ||!edti , e Stories!T0 ad+ertise , ent, \$*to=er 2002. -tt):_111.youtu=e.*o , _1at*-C+m1K2.s*tP2.*

L, 0*) 1 , '2* - +), '2H(& &- +/34%*5* .2& 4* 1 1 (- , (' ,2)& P
Q(@6&4 &' /&/ &-J&(>

+,) S@;&)2-& G,) -2&)'



! ien :ue relati+e , ent r;*ente, la)sy*-olo. ie *o , , unautaire est su//isa , , ent an*ienne)our /aire llo=let de)ro.ra , , es de /or , ation do*torale, au sein de *ertaines uni+ersit;s. C'est le *as H l9ni+ersit; "a+al, situ;e dans la +ille de I u;=e* , au Canada. Ce teFte a)our o=ie*ti/ de rensei.ner sur la /or , e :ue)eut)rendre un)ro.ra , , e de /or , ation en)sy*-olo. ie *o , , unautaire ainsi :ue de)arta.er les :uestionne , ents et d;/is :ue la /or , ation)rati:ue)eut *o ,)orter. Dans un)re , ier te ,)s, le teFte)r;sente le)ro.ra , , e de do*torat en)sy*-olo. ie *o , , unautaire (P-. D. (e*-er*-e et 'nter+ention) o//ert)ar l9ni+ersit; "a+al. Dans un deuFi< , e te ,)s, il est :uestion de la /or , ation)rati:ue en)sy*-olo. ie *o , , unautaire, of :uel:ues , lieuF de sta.es sont eF)os;s a+e* deuF eFe ,)les de , andats H l9ni+ersit;)ui. #n/in, l'arti*le a=orde la :uestion des d;/is :ue ren*ontre la /or , ation)rati:ue de la dis*i)line.

"*) 1 , '2* - :&/ :*4'*) , -'&- / &- +/34%*5* .2& 4* 1 1 (- , (' ,2)& P 5LU-2;&)/2'@ L , ; , 5

"iY*ole de)sy*-olo. ie de l9ni+ersit; "a+al o//re, de)uis se)t ans, un)ro.ra , , e de /or , ation en)sy*-olo. ie *o , , unautaire :ui *o , =ine *ours , t-<se et sta.es en , lieuF de)rati:ue, d<s l'entree au do*torat. Cette /or , ation est a , ;na. ;e en tenant *o ,)te des eFi.en*es de l9rdre des)sy*-olo. ues de la)ro+in*e de I u;=e* , :ui re*onna't le)ro.ra , , e. Ce dernier a une dur;e)r;+ue de *in : ans,)uis:u'il en. lo=e la , a'trise. 'l *o ,)orte neu/ *ours o=li.atoires, trois *ours H o)tion, siF sta.es (des)ra*ti*a de AE -)ar se , estre) et un internat (K00 - sur un an). "e)ro.ra , , e *o ,)rend ;.ale , ent deuF eFa , ens do*torauF ainsi :ue :uatre s ; , inaires de t-<se. Par , i les *ours o//erts, on retrouve un *ours d;+aluation)sy*-oso*iale des , lieuF, d;+id ; , iolo. ie)sy*-oso*iale, d;+aluation de)ro.ra , , e, de)r;+ention et)ro , otion en sant; , entale *o , , unautaire, d;+t-i:ue et de d;+ontolo. ie de la)rati:ue et de la re*-er*-e en)sy*-olo. ie, d;+inter+ention inter*ulturelle, de *onsultation et un s ; , inaire sur les)ro*essus de .rou)e. "es ;tudiant-e-s doi+ent ;.ale , ent sui+re des *ours d;+analyses statisti:ues et/ou de , ;t-odes :ualitati+es. #n/in, les do*torant-e-s)eu+ent *o ,)l;ter leur s*olarit; en *-oisissant des *ours H o)tion, selon leurs int;r>ts. Pour)lus de rensei. ne , ents, +oi*i le lien du do*u , ent d;+in/or , ation sur le)ro.ra , , e : -tt):_111.)sy.ula+al.*a/or , ation_)ro.ra , , es ,)_Co , , unautaire.)d/.

"a /or , ation t-;ori:ue sui+ie dans les trois)re , i<res ann;es d;+tudes)er , et d;+outiller et de)r;)arer H la /or , ation)rati:ue. "es ty)es de sta.es res)e*tent les t-; , ati:ues des *ours sui+is)endant l'ann;e. Ainsi, les

Do*torante en)sy*-olo. ie *o , , unautaire, 9ni+ersit; "a+al, I u;=e*

sta. es ont *o , , e . rands aFes l;+aluation ()ra*ti*u , ' et ''), linter+ention *o , , unautaire ()ra*ti*u , '' et '0) et la *onsultation ()ra*ti*u , 0 et 0'). Ces)ra*ti*a sont en lien a+e* des enjeuF so*iauF tels : ue la sant;)u=li:ue, la)r;+ention du sui*ide, et*. A/in d'illustrer *o , , ent)eul s'arti*uler un sta. e en)sy*-olo. ie *o , , unautaire, la se*tion sui+ante)r; sente : uel: ues , lieuF de sta. e)artenaires du)ro. ra , , e et deuF eFe ,)les de , andats r; alis; s dans le *adre de)ra*ti*a.

"*) 1 , '2* - +), '2H(& &- +/34%*5* .2& 4* 1 1 (- , (' ,2)&R C*-4)B'& 1&- '0

l uel: ues , lieuF de sta. es sont asso*i; s au)ro. ra , , e de) uis sa , ise en)la*e dont le Centre de r; ada) tation en d; /i*ien*e intelle*tuelle (C (D') (o//rant des ser+i*es d'ada) tation, de r; ada) tation et d'int; . ration so*iale H toute)ersonne)r; sentant une d; /i*ien*e intelle*tuelle ou un trou=le en+a-issant du d; +elo)) e , ent), le Centre Jeunesse (dis) ensant des ser+i*es H des Jeunes auF)rises H des r; alit; s so*iales et /a , iliales d//i*iles), *ertains *oll<. es d'ensei. ne , ent . ; n; ral et)ro/essionnel (CY7#P) et le Centre d'ia , iti; auto*-tone de l u; =e* (: ui , aintient un lieu de ren*ontre a/in de satis/aire les =esoins *ulturels , at; riels et so*iauF des auto*-tones +iant -ors de leur *o , , unaut;). "a)ersonne res)onsa=le du)ro. ra , , e de)sy*-olo. ie *o , , unautaire s'e//or*e d'i; ta=lir des)artenariats a+e* de nou+eauF , lieuF, au /il des ans, telle : ue la Dire*tion de la sant;)u=li:ue.

"es ; tudiant-e-s)eu+ent ; . ale , ent)ro)oser des , lieuF de sta. es. Ces endroits doi+ent >tre sou , is au Co , it; de)ro. ra , , e,)our a))ro=ation. #n +oi*i : uel: ues eFe ,)les de l'Asse , =l; e nationale, le Ser+i*e d'aide)sy*-olo. i: ue s); *ialis; e auF i , , i. rants et r; /u. i; s de l'uni+ersit; "a+al (SAPS' (, un Centre de sant; et ser+i*es so*iauF (CSSS), une ; *ole se*ondaire et , > , e la Dire*tion de la Sant; et du D; +elo)) e , ent So*ial, en 7uyane.

Dans le =ut de d; , ontrer le ty)e de tra+ail r; alis; au *ours des sta. es)ro)os; s)ar le)ro. ra , , e de)sy*-olo. ie *o , , unautaire, +oi*i deuF eFe ,)les de , andats a**o ,)lis. "e)re , ier eFe ,)le de sta. e en ; +aluation : ui a ; t; r; alis; au Centre de r; ada) tation en d; /i*ien*e intelle*tuelle (C (D'), en 200K,)orte sur l; la=oration d'un outil d; +elo)) ; a/in d'i; +aluer un *entre de jour)our)ersonnes d. ; es d; /i*ientes intelle*tuelles et atteintes de la , aladie d'AlG-ei , er, selon une a))ro*-e)rot-; ti: ue ; lar. ie. Cette a))ro*-e suit trois aFes d; +aluation : l'en+ironne , ent, la *o , , uni*ation et les a*ti+it; s dis)ens; es. "id; e est de)allier les d; aillan*es li; es H la , aladie ou au +ieillisse , ent nor , al de l'indi+idu,)ar l'auste , ent de l'en+ironne , ent, l'ia , ; loration de la *o , , uni*ation et des a*ti+it; s, a/in d'io)ti , iser son autono , ie dans le , lieu et d'ia , ; lorer sa : ualit; de +ie (&ias, 222).

"iinstru , ent *onDu *o ,)orte : uatre se*tions : l'en+ironne , ent)rot-; ti: ue, la *o , , uni*ation)rot-; ti: ue, les a*ti+it; s)rot-; ti: ues ainsi : ue les /a*teurs de r; ussite en lien a+e* l'a))ro*-e)rot-; ti: ue. Cet instru , ent est une ada) tation d'un outil ; la=or;)our une r; siden*e de)ersonnes d. ; es en d; /i*ien*e intelle*tuelle et d; , en*e (SalaGar, 200K). "iinstru , ent a ; . ale , ent ; t; d; +elo)) ; (et test;) sur le terrain)ar des +isites *o ,)renant des o=ser+ations et des entre+ues H di+ers *entres de jour du C (D', dont le Centre !onne #ntente : ui de+ait /aire l'io=let d'une ; +aluation,)uis . rd*e H une +isite H la &aison Oilar (r; siden*e)our a'n; s atteints de la , aladie d'AlG-ei , er, ado)tant l'a))ro*-e)rot-; ti: ue). "e tra+ail a ; t; su)er+is;)ar un)sy*-olo. ue, H raison d'une -eure)ar se , aine. "iinstru , ent et les r; sultats de l; +aluation du Centre !onne #ntente ont ; t;)r; sent; s au

Personnel du Centre, mais aussi au F. Questionnaires des ser+ies, en tenant *o,)te du /ait : ue les *-an.e, ents su. ; r; s de+aient trou+er a))ui *-eG les instan*es su ; rieures.

"e deuFi<, e, andat a ; t; r; alis; au Centre d'la, iti; auto*-tone de l u; =e* (CAA I), entre 200M et 2002. "e, andat de *e sta.e *onsistait H *lari/ier la +ision, la, ission et les +aleurs du CAA I, en in*luant tous les e,)loy; s et sta. iaires dans le)ro*essus. D'autres =uts de la d; , ar*-e ; taient de /aire la synt-<se des)oints de +ue des di+ers a*teurs *onsult; s)our ; ta=lir le dialo. ue entre les e,)loy; s et a+e* la Dire*tion, de, ettre en lu, i<re les de, andes et int; r; ts des a*teurs *on*ern; s, de /a+oriser l; ; , er. en*e d'une identit; de .rou) e ainsi : ue d'une +ision, d'une, ission et de +aleurs of les e,)loy; s se re*onnaissent.

"es ; ta)es)our r; aliser *e, andat ; taient de *onnaitre le, ilieu et ses enleuF, de /or, er un *o, it; , de lire sur la *onsultation, la +ision, la, ission et les +aleurs, d'in/or, er les e,)loy; s de la d; , ar*-e et de r; aliser des entre+ues indi+iduelles, d'analyser les donn; es, de /aire un retour sur les r; sultats, de r; di. er le do*u, ent /inal et de le di//user. !ien entendu, le tra+ail a ; t; su)er+is; ()lus d'une -eure)ar se, aine))ar un)sy*-ot- ; ra)ute du CAA I, et une)ro/esseure de)sy*-olo. ie *o, , unautaire de l'9ni+ersit; "a+al. "es /or*es de *e sta.e ont ; t; le /ort tauF de)arti*)iation des, e, =res du)ersonnel (la totalit; des e,)loy; s, sau/ i la Dire*tion) et la relation de *on/ian*e entre les e,)loy; s et la sta. iaire. "a li, ite)rin*)iale *on*ernait le, alaise et la r; sistan*e de la Dire*tion)ar ra)ort au)ro*essus (le)ro*essus de *onsultation /aisant ; , er. er des enleuF sur les)lans de la .estion et de la *o, , uni+ation entre la Dire*tion, les e,)loy; s et la *lient<le du CAA I). Ce /aisant, il n'a)as ; t;)ossi=le de /aire un retour sur les r; sultats de la d; , ar*-e a+e* tous les e,)loy; s r; unis et la Dire*tion. Dans *et eFe,)le, il est)ossi=le de *onstater : ue la /or, ation)rati:ue *o,)orte des d; /is. "a se*tion sui+ante a=orde *et as)e*t.

D@02/ : & 5, 0*) 1, '2* - +), '2H(& &- +/34%*5*. 2& 4* 1 1 (-, (' , 2)&

"es d; /is ren*ontr; s dans la /or, ation)rati:ue en)sy*-olo. ie *o, , unautaire sont de deuF ordres. CeuF : ui *on*ernent le, ilieu de sta.e et *euF : ui tou*-ent le)ro.ra, , e. #n *e : ui a trait au, ilieu de sta.e, il)eut y a+oir des e, =T*-es sur le)lan de la *olla=oration. Par eFe,)le, les r; sistan*es au *-an.e, ent ou H la)arti*)iation ne sont)as rares, et *e, , >, e si le, andat est une de, ande d'un re)r; sentant l'or. anis, e)artenaire. "e te,)s (une Journ; e)ar se, aine durant 6 se, aines) est sou+ent un ; l; , ent restrei. nant la)ort; e du, andat. "es attentes i,)ortantes du, ilieu en+ers l; ; tudiant-e sont ; .ale, ent H, od; rer en d; =ut de sta.e. "l'autre ; l; , ent H *onsid; rer est le sui+i. "a)ersonne sta. iaire ; , et des re*o, , andations, r; di. e un ra)ort, , ais n'est)lus dans le, ilieu)our /aire le sui+i. "a)ort; e de *es sta. es d;)end alors du, ilieu.

Con*ernant les d; /is au sulet du)ro.ra, , e lui-, >, e, il /aut, entionner : ue)eu de)sy*-olo. ues *o, , unautaires se retrou+ent dans les, ilieuF)artenaires, ; tant donn; la relati+e nou+eaut; de la)ro/ession. "es ; tudiant-e-s sont alors sou+ent su)er+is; s)ar une)ersonne a+e* une a))ro*-e *o, , unautaire, , ais : ui n'est)as)sy*-olo. ue, *e : ui)eut)oser)ro=l<, e H l'a**r; ditation du)ro.ra, , e)ar l'\$dre des)sy*-olo. ues du l u; =e*. g *et e//et, les)ro/esseur-e-s de l'Y*ole de)sy*-olo. ie a**e) tent de *o-su)er+iser les ; tudiant-e-s a/in : uils)uissent int; .rer le, ilieu. #n/in, il n'est)as rare : ue les ; tudiant-e-s soient su)er+is; s)ar des)sy*-olo. ues du, ilieu)artenaire, , ais *euF-i n'ont)as, a priori, une a))ro*-e *o, , unautaire. g *et e//et, la

direction de)ro.ra , , e or.anise H *-a:ue ann;e une /or , ation au)r<s des su)er+iseur-e-s a/in de les outiller)our l)a)ro*-e *o , , unautaire.

P/34%*5* .2& 4* 1 1 (- , (' ,2)& F (-& 0*) 1 , '2* - P 6S'2)

"a /or , ation en)sy*-olo.ie *o , , unautaire est une =onne /aDon de)ro , ou+oir, de d;+elo))er et de la /aire *onna`tre la dis*i)line dans les , lieuF de)rati:ue. Dans le , > , e ordre d'id;es, tel :ue le sti)ulent "a+oie et !runson (20 0), Z "ieF)osition auF +aleurs et , odes d'inter+ention de la)sy*-olo.ie *o , , unautaire est, en e//et, essentielle au re*rute , ent de /uturs inter+enants :ui /eront a+an*er la s);*ialit;. [(). L). Toute/ois, selon *es , > , es auteures,)eu de ressour*es sont a**ord;es auF)ro.ra , , es de /or , ation eFistants, :ue *e soit au ni+eau su);rieur, au)re , ier *y*le, ou , > , e a+ant l'uni+ersit;. #n *e sens, la .estion d'un)ro.ra , , e ainsi :ue le re*rute , ent de nou+eauF ;tudiants re)r;sentent des d;/is :ue les)ro.ra , , es de)sy*-olo.ie *o , , unataires ren*ontrent. &al.r; tout, il est H es);rer :ue d'autres)ro.ra , , es de /or , ation en)sy*-olo.ie *o , , unautaire na`tront et :uils)ourront =;n;/i*ier de lieF);rien*e des)ro.ra , , es)r;*urseurs. 'l /aut sa+oir :ue la , ise sur)ied d'un)ro.ra , , e est un)ro*essus it;rati/. #n se)t ans, le P-. D. (e*-er*-e et 'nter+ention de l'9ni+ersit; "a+al a *-an.; en /on*tion des *o , , entaires des ;tudiant-e-s et)ro/esseures, des d;/is ren*ontr;s ou des r;alit;s des , lieuF de sta.e. A/in de /aire a+an*er la dis*i)line, il de , eure essentiel :ue les re)r;sentant-e-s de la)sy*-olo.ie *o , , unautaire)arta.ent et r;/l;*-issent sur la /or , e :ue l'ensei.ne , ent de *ette dis*i)line)eut)rendre et les d;/is :ue *ela *o ,)orte.

B2652* .), +%2&

"a+oie, F., ? !runson, ". (sous)resse). "a)rati:ue de la)sy*-olo.ie *o , , unautaire. *Canadian Psychological Association*.

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C%, - .2- . 5, - : /4, +& *0 %&, 5'% 4,)& /&); 24&/F : &52; &)2- .
 4*55, 6*), '2; & '), 2-2- . , . &- : , L/ 0*) 4* 1 1 (-2'3)&/&,)4%&)/
 %&, 5'% , - : / *42, 5 4,)& +), 4'2'2* -&)/ , - :)&/&,)4%&)/

63 #* H*66/1



O; &); 2&A

T-is)a)er ill)resent understandin.s o/ -o1 ,ulti-a.en*y and *o , , unity *olla=oration , ay =e ad+an*ed. T-e /indin.s re)orted -ere 1ere .ained in)art t-rou. - t-e)ro*ess o/ de+elo)in. and deli+erin. a series o/ resear* - trainin.)ro.ra , , es and a roundta=le dis*ussion.

T-e /irst trainin. e+ent 1as deli+ered eF*lusi+ely to , e , =ers o/ t-e *o , , unity as)art o/ a *on*erted e//ort to en.a.e and)ro+ide t-e , 1it- t-e ne*essary skills to undertake resear* - alon.side a*ade , i* resear* -ers. T-e se*ond trainin. e+ent =rou. -t to.et-er *o , , unity resear* -ers and -ealt- and so*ial *are)ra*titioners to 1ork to.et-er and de+elo) a .reater understandin. and a))re*iation o/ ea*- ot-er role and t-e resear* -)ro*ess.

A roundta=le e+ent 1as or.anised a/ter *o ,)letion o/ t-e trainin. e+ents to dis*uss /uture o))ortunities /or .reater assi , litation and in+ol+e , ent in t-e resear* -)ro*ess =y *o , , unity resear* -ers and -ealt- and so*ial *are)ra*titioners in order to /a*ilitate ser+i*e redesi.n and)lannin..

O6J&4'2; &/ *0 '%& 02)/' '), 2-2- . /&/ /2* -

T-e st trainin. e+ents sou. -t to en.a.e , e , =ers o/ t-e *o , , unity and)ro+ide t-e , 1it- t-e skills ne*essary to /eel *on/ident to 1ork alon.side)ro/essionals 1it-in resear* - settin.s. Wit- t-is in , ind t-e /irst e+ents 1ere deli+ered in 2 se)arate -al/-day sessions. T-e /irst 1as *on*erned 1it- as)e*ts o/ t-e resear* -)ro*ess, t-e se*ond 1it- *olla=orati+e 1orkin., *o , , unity *a)a*ity =uildin. and e ,)o1er, ent. Parti*i)ants 1ere asked to 1rite a s-ort re/le*ti+e)ie*e a/ter =ot- sessions. T-eir re/le*ti+e re+ealed t-at t-ey all /elt =etter)re)ared to undertake .reater)arti*i)ation alon.side)ro/essionals 1it-in -ealt- resear* - a.endas.

(esear* - Trainin. /o*used on t-e)ra*ti*al tasks o/ undertakin.: "it re+ie1s\$ Condu*tin. data sear* -es and s*o)in. eFer*ises\$ Colle*tin. and analysin. data\$ Writin. u) and usin. t-e data /or *-an.e.

Ad+isor trainin. /o*used on: &e , =ers-i) o/ *o , , ittees\$ (eadin. and , akin. sense o/)a)ers and re)orts\$ S)eakin. u) in)u=li*\$ 0oi*in. o)inions *learly, *on/idently and *on*isely\$ disse , inatin. resear* - /indin.s.

O('4* 1 &/ 0)* 1 '%& 02)/' '), 2-2- . &; & -'

T-is /irst trainin. e+ent -ad so , e su**ess in en.a.in. , e , =ers o/ t-e *o , , unity as)art o/ a 1ider re , it to en*oura.e .reater *oo)eration and 1orkin.)ra*ti*es a , on.st lay and)ro/essional)eo)le 1-o , ay =e 1orkin.

A*ade , y /or @ealt- and Well=ein. , &an*-ester &etro)olitan 9ni+ersity. 93

to1ards +ery di//erent a.enda's. T-e)arti*(i)ants .re1 in stature, a*kno1led.in. t-e ,sel+es as eF)erts o/ t-eir o1n eF)erien*es, and t-at t-eir kno1led.e -as e:ual +alidity 1it- t-e kno1led.e t-at)ro/essionals -a+e. All)arti*(i)ants /elt t-at t-e resear*- and ad+isor trainin. -ad .i+en t-e , .reater *on/iden*e to 1ork alon.side)ro/essionals on an e:ual /ootin.. 'n order to /eel t-ey -ad a +alued role in t-e resear*-)ro*ess)arti*(i)ants /elt it 1as i ,)ortant t-ey identily a ter , =y 1-i*- t-ey 1ould =e kno1n. A/ter , u*- dis*ussion t-ey deter , ined t-ey 1ould like to =e kno1n as *o , , unity resear*-ers and ad+isors.

O6j&4'2;&/ *0 /&4* - : ') ,2-2- . /&/ /2* -

(esear*- -as su. .ested t-at t-ere eFists 1it-in -ealt- and so*ial *are ser+i*es a *losed *ulture and t-at, in *o , =ination 1it- inade:uate resour*es ser+es to restri*t ser+i*e user's in+ol+e , ent. T-e intention o/ t-e 2nd resear*- trainin. s*-edule t-ere/ore 1as to =rin. to .et-er *o , , unity resear*-ers_ad+isors and -ealt- and so*ial *are)ro/essionals in a , utually su))orti+e learnin. en+iron , ent. T-e resear*- trainin. sou. -t to *-allen.e t-e =arriers 1-i*- , ar.inalise *o , , unity resear*-ers_ad+isors =y =rin.in. t-e t1o .rou)s to 1ork to .et-er and a*kno1led.e t-at all kno1led.e is *o*-onstru*ted. 't 1as also our intention t-at in ti , e t-e asso*iation o/ *o , , unity resear*-ers_ad+isors and -ealt- and so*ial *are)ro/essionals 1ould =e su))orted to de+elo) a *ross-dis*(i)line , ,ulti-/a*eted net1ork. T-is 1ould seek to de+elo) a net1ork 1-i*-)ro+ides su))ort, ad+i*e and in/or , ation *on*ernin. resear*- , =e instru , ental in disse , inatin. resear*- /indin.s and =e*o , e an inte.rated and esta=lis-ed ele , ent o/ t-e 1ider resear*- *o , , unity.

T-e trainin. a.enda also sou. -t to *-allen.e t-e =arriers 1-i*- , ar.inalise ser+i*e user kno1led.e and en*oura.e t-e de+elo) , ent o/ a , ,ulti-a.en*y net1ork to .enerate ne1 1ays o/ s-arin. and disse , inatin. =ot-lay and)ro/essional kno1led.e and understandin..

T-e 2nd trainin. e+ent sou. -t to =uild u)on t-e a*-ie+e , ents o/ t-e /irst session =y)ro+idin.)arti*(i)ants 1it- t-e)ra*ti*al skills ne*essary to 1ork alon.side)ro/essionals 1it-in resear*- settin.s. T-e 2nd resear*- trainin. s*-edule t-ere/ore introdu*ed t-ose *o , , unity resear*-ers and ad+isors 1-o -ad already undertaken trainin. and a nu , =er o/ -ealt- and so*ial *are)ro/essionals and assi.ned t-e , into A , iFed .rou)s. A/ter ea*- session t-e .rou)s sent 0 , inutes /eedin. =a*k on 1-at t-ey -ad learnt /ro , t-e session. T-e A .rou)s all /elt t-at t-ey -ad learnt a lot a=out)arti*(i)atin. eit-er as resear*-ers or ad+isors =ut)er-a)s , ost i ,)ortantly /elt t-at t-e day -ad)resented t-e , 1it- an o))ortunity to , eet and dis*uss , utually s-ared *on*erns in an en+iron , ent 1-ere t-ere 1as no in-erent)o1er i , =alan*e.

O('4* 1&/ 0)* 1 '%& /&4* - : ') ,2-2- . &;&-'

T-e o+er1-el , in. *onsensus 1as t-at t-e day all/orded)eo)le t-e o))ortunity to talk o)only a=out)er*ei+ed =arriers to *olla=orati+e 1orkin. =et1een)aid -ealt- and so*ial *are)ro/essionals and un)aid *o , , unity resear*-ers and ad+isors. So , e o/ t-ese =arriers 1ere dis*ussed o+er lun*- and durin. t-e /inal session and 1ere -otly de=ated. All t-e)arti*(i)ants 1rote a s-ort re/le*ti+e)ie*e and all)ro/essed a .reater understandin. o/ resear*- , et-ods and o/ t-e role o/ resear*- in /a*ilitatin. *o , , unity e ,)o1er , ent and en.a.e , ent and ser+i*e)lannin. and redesi.n.

R* (- : ', 65& &: &-'

&an*-ester &etro)olitan 9ni+ersity or.anised a roundta=le e+ent 1-i*- *onsisted o/ E)resentations and a dis*ussion to s-o1*ase: So, e o/ t-e te*-ni:ues 1-i*- uni+ersity and -ealt- and so*ial *are)ro/essionals -a+e utilised to in+ol+e and en.a.e *o, , unity, e, =ers in resear*- and ser+i*e re-desi.n. To eF)lore /ro, a *o, , unity)ers)e*ti+e -o1 su**ess/ul t-e a))roa*-es used =y)ro/essionals -a+e =een in en*oura.in. t-eir assi,ilation and in+ol+e,ent in resear*- and ser+i*e re-desi.n. Assess 1-et-er t-ese te*-ni:ues and a))roa*-es a*-ie+e a sense o/ a *olla=orati+e 1orkin. =et1een resear*-ers, , e, =ers o/ t-e *o, , unity and -ealt- and so*ial *are)ro/essionals.

T-e a.enda /or t-e roundta=le dis*ussion 1as sele*ted in order to re)resent a di+erse ran.e o/ inno+ati+e a))roa*-es re*ently undertaken /or resear*-)ur)oses around *o, , unity resear*- a.endas, ser+i*e re-desi.n and)lannin..

T-e Presentations 1ere: Parti*i)atory resear*-*: li=eration or o))ression\$ #n.a.e, ent and Parti*i)ation: learnin. t-e -ard 1ay\$ Oisual &et-ods: Oalue and ',)li*ations\$!Serendi)ity - re+aluin. in/or, al en.a.e, ent! and Talkin. @ealt-: %@S &an*-esteris)ro.ra, , e o/)u=li* en.a.e, ent

Ti, e 1as li,ited so)resentations 1ere stru*ted to ensure)resenters s)oke /or no lon.er t-an 0, inutes around resear*-, et-ods, te*-ni:ues or so, e as)e*ts o/ trainin. t-at -ad =een utilised to in+ol+e and en.a.e, e, =ers o/ t-e *o, , unity, outlinin. 1-at 1orked and 1-at did not. T-ere 1as a s-ort :uestion and ans1er session a/ter ea*-)resentation. T-e roundta=le dis*ussion 1-i*- /ollo1ed t-e)resentations raised a nu, =er o/ issues u)on 1-i*- an o+erall *onsensus 1as /or, ed.

R* (- : ', 65& 4* - /&- / (/

T-e key to su**ess is *o, , it, ent to *o, , unity en.a.e, ent at all le+els 1it-in or.anisations\$ t-is, ust in*lude a *o, , it, ent o/ ti, e, resour*es and su))ort /or t-e or.anisational *-an.e 1-i*- is ne*essary to =rin. a=out t-e le+el o/ *-an.e in t-e stru*tures and syste, s t-at restri*t inter-)ro/essional and lay *olla=orati+e 1orkin.. T-e 'ndi+iduals in+ol+ed, ust -a+e su//i*ient aut-ority and)o1er to *o, , it t-eir or.anisation to, akin. t-e ne*essary *-an.es 1-i*- 1ill ena=le)ro.ress. #+ery or.anisation, ust *learly identi/y its ai, s and o=le*ti+es, t-us ensurin. t-at *olla=oration)ro*eed\$ 1it-, utual joint a.ree, ent and a *o, , it, ent o/ ti, e, resour*es and or.anisational *-an.e at all le+els, in order to =rin. a=out t-e ne*essary *-an.e to en-an*e inter-)ro/essional and lay *olla=orati+e 1orkin..

Any stru*tural *-an.es, ust =e under)inned =y s-ared +alues deli+ered t-rou. -: (o=ust edu*ation and trainin.)ro.ra, , es 1-i*- e:ui) =ot- sta// (at all le+els and /ro, all settin.s) and *o, , unity, e, =ers 1it- t-e skills, eF)ertise and trust 1-i*- 1ill ena=le t-e, to 1ork e//e*ti+ely to .et-er to1ards a *o, , on a.enda.

E>+5*), '2* - : (/&- / +/34%*5* .2H(& :& 5, 4* 1 1 (- , ('@ 4%&<
5L2- :2;2: (: , - / 5& 4* - '&>'& :& :& (> 4* 1 1 (- , ('@/ :2/'2-4'&/

+,) C*55&&- L** 12/1 G&2'% A: , 1 / *-1 C%)2/ M4E; *3' D, - , ")2&/&-1
& M,)2, Q(2)2- .1



"e *on*e)t de *o , , unaut; a eu di//rentes si.ni/i*ations)endant l'i-istoire de l'u , anit; . 9ne *on*e)tualisation lar.e , ent *onnue est *elle de la *o , , unaut; *o , , e une r; .ion .;o.ra)-i:ue. Tandis :ue la notion de *o , , unaut; *o , , e territoire a)erdu du terrain, la si.ni/i*ation de la *o , , unaut; en tant :u'entit; relationnelle ((oyal et (ossi, 22K) ou)oliti:ue (@ill, 22K) est de+eue)lus utilis;e. #n)sy*-olo.i.e *o , , unautaire, la *on*e)tualisation la)lus /r; uente est *elle du sens)sy*-olo.i:ue de la *o , , unaut; (SPC) :ui re*ou+re :uatre do , aines: l)a))artenan*e, le senti , ent d'in/luen*e, la satis/a*tion des =esoins)ro)res et la *onneFion ; , otionnelle)arta .;e (&*&illan et C-a+is, 2MK). "es r;sultats de re*-er*-es ant;rieures ont , is en ;+iden*e le /ait :ue l'indi+idu eF)ri , e son SPC)ar *es :uatre di , ensions et :ue le SPC est asso*i; H la sant; , entale, le =ien->tre et la)arti*)iation *o , , unautaires.

"a t-;orie du sens)sy*-olo.i:ue de la *o , , unaut; et la re*-er*-e sur le sulet ont ;t; utiles)our *o ,) rendre l'latta*-e , ent et le sens :ue l'indi+idu)la*e dans la *o , , unaut; . Toute/ois, la re*-er*-e est li , it;e *ar elle ne re//<te)as la r;alit; de nos a))artenan*es si , ultan;es H des *o , , unaut;s , ulti)les. "a)lu)art des re*-er*-es dans *e do , aine)orte sur une seule *o , , unaut; ou sur la *o , , unaut;)ri , aire d'un indi+idu (Sonn et Fis-er, 22M). Par *ons; :uent, :uand on eF)lore seule , ent un *onteFte sin.ulier, il est)ossi=le :ue les *-er*-eurs , an:uent totale , ent le (s) *onteFte (s) :ui *o ,)te le)lus H l'indi+idu en :uestion (Anderson, 200E).

Co , , e nos eF);rien*es +; *ues eF)stent dans)lusieurs *o , , unaut;s, nous de+ons ;lar.ir le *adre de nos re*-er*-es. "es)sy*-olo.ues se rendent *o ,)te :ue les indi+idus a))artiennent sou+ent et sont li;s H)lusieurs *o , , unaut;s en , > , e te ,)s (&as-ek, Stue1i. , Furuka1a, et Tan.ney, 200K\$ (o**as et !re1er, 2002). Par *ons; :uent, l'leFa , en et la *o ,)r;-ension +;rita=les du sens)sy*-olo.i:ue de la *o , , unaut; d'un indi+idu doi+ent >tres ;lar.is)our en.lo=er les , ulti)les *o , , unaut;s auF:uelles les indi+idus a))artiennent a/in d'i; *l'airer la , anicre dont les indi+idus eF);ri , entent leurs a))artenan*es et n; .o*ient au sein de leurs , ulti)les .rou)es ou *o , , unaut;s.

Peu d'i;tudes ont eFa , in; le SPC des indi+idus a+e* des *o , , unaut;s , ulti)les. 9ne ;tude :ui a en:u>t; dans trois *o , , unaut;s i , =ri:ues in*luant des /or , ateurs (stall) et des ;tudiants d'un *entre de /or , ation)ro)essionnel et dl'ensei.ne , ent, et a , is en lu , i<re le /ait :ue les)arti*)iants ressentent un senti , ent d'la))artenan*e H une *o , , unaut; .;o.ra)-i:ue , ais aussi H la *o , , unaut; des /or , ateurs et la *o , , unaut; d'i;tudiants (!rodsky et &arF, 2006). "es sulets ()arti*)iants) ont eu un sens nette , ent)lus ;le+; de

*o, , unaut;)ar ra))ort au *entre de /or, ation :ue)ar ra))ort H leurs :uarters. "es /or, ateurs et les ;tudiants ont indi:u; un sens su);rieur de *o, , unaut; en relation a+e* le *entre dans son ense, =le)ar ra))ort H la sous-*o, , unaut; ;tudiante ou *elle des /or, ateurs (!rodsky ? &arF, 2006). "oo, is (!rodsky, "oo, is, ? &arF, 2002) s'est interro.;e sur la , anicre dont le sens)sy*-olo.i:ue de la *o, , unaut; dans le *ontefte de *o, , unaut; , ulti)le)eut >tre *o,)ris utilisant la *on*e)tualisation de &*&illan et C-a+is (2MK). "es r;sultats dlune ;tude r;*ente , ontre un as)e*t di//rent. "e sens *o, , unautaire dlun indi+idu)ar ra))ort auF , ulti)les *o, , unaut;s au:uel il ou elle a))artient est li; H des *-oif et des)r;/;ren*es (\$=st et W-ite, 200L). Par , i trois *-oif de *o, , unaut;s (:uarter, ;*ole, .rou)e dlint;r>t), le *-oif)r;/;r; ;tait le .rou)e dlint;r>t au:uel a))artenaient les)arti)iants ()ar eFe,)le, *lu= s)orti/, .rou)e en+ironne, ental, .rou)e)oliti:ue, .rou)e reli.ieuF). Ces r;sultats /ont ressorti la /adon dont SPC +arie selon les *o, , unaut;s)our un seul indi+idu.

9ne des li,ites)otentielles des ;tudes)r;*;dentes est :ue les)lans de re*-er*-e se, =lent re)oser sur ll-y)ot-<se :ue SPC dans le *ontefte de *o, , unaut;s , ulti)les de+rait a+oir les , >, es di, ensions :ue SPC initiale, ent *onDu)ar &*&illan et C-a+is (2MK) au sein dlune seule *o, , unaut;. Toute/ois, on ne sait)as si les :uatre di, ensions eFistent dans)lusieurs *o, , unaut;s ou s'ils)eu+ent se r;aliser et o);rer di//re, , ent. 9ne)ro*-aine ;ta)de de re*-er*-e sera dl)lorer la *on*e)tualisation du SPC des indi+idus si, ultan; , ent H tra+ers des *onteftes , ulti)les.

"a)r; sente ;tude a eF)lor; la , anicre dont le SPC s'ef)ri, e dans le *ontefte deuF *o, , unaut;s distin*tes *-oisit)ar les sujets, en eF)lorant l'ef);rien*e +;*u dans les *o, , unaut;s s;le*tionn;es. "es sujets ont eu l'io**asion de)arler en d;tail de leurs *o, , unaut;s *-oisies lors de deuF entre+ues. "es sujets n'ont)as indi:u; une a))artenan*e auF , >, es *o, , unaut;s. Don*, *et ;*-antillon ind;)endant a donn; l'io**asion dl;tudier *o, , ent 0 indi+idus (E -o, , es et E /e, , es de)lus de 2E ans) eF)ri, ent le SPC)ar , i 20 *o, , unaut;s di//rentes. Au d;=ut du)re, ier entretien a+e* *-a:ue sulet, nous a+ons o=ser+; :ue *-a:ue sulet a))artient H)lusieurs *o, , unaut;s. "es sujets ont *-oisi les *o, , unaut;s dont ils sou-aitaient dis*uter. Di+ers as)e*ts de la *o, , unaut; ;taient *ou+erts tels :ue la nature de la *onneFion entre les , e, =res du .rou)e, la taille du .rou)e, la /r; :uen*e et la dur;e des liens si.ni/i*ati/s, ainsi :ue les /or*es et les /ai=lesses de la *o, , unaut;. "e sens)sy*-olo.i:ue de *o, , unaut; (SPC) a+e* *-a*une des *o, , unaut;s ainsi :ue les in/luen*es r;*)ro:ues entre le)arti)iant et le .rou)e dans son ense, =le, et entre les di//rents , e, =res du .rou)e, ont ;.ale, ent ;t; eF)lor;es. "es)arti)iants ont ;.ale, ent *o,)ar; et *ontrast; leur *o, , unaut;)ar ra))ort auF autres selon leur eF);rien*e du SPC dans *-a:ue .rou)e. "es donn;es ont ;t; analys;es H l'aide de)lusieurs strat;.ies de *oda.e a/in dl'efa, iner :uatre *at;.ories de SPC (&*&illan et C-a+is, 2MK) et dl'ef)lorer les t-<, es ; , er.eants.

"es r;sultats r;+clent :ue le SPC dans le *ontefte de *o, , unaut;s , ulti)les se *o,)ose de diF di, ensions: les +ateurs, la satis/a*tion des =esoins)ro)res, les /ronticres du .rou)e, la di+ersit; des reles, l'a))artenan*e, les rituels, les *ara*t;risti:ues .;o.ra)-i:ues, llen.a.e, ent, la)ollinisation *rois;e entre des *o, , unaut;s et les *-oif des *o, , unaut;s. Par , i les diF di, ensions, :uatre di, ensions sont les)lus i,)ortantes et se, =lent a+oir une stru*ture :ui rend le d;+elo))e, ent.

#n)re, ier lieu, les +aleurs :ui *onstituent la)re, i<re *o,)osante)rin*)ale si.ni/ient le rele *entral des)rin*)es et des r;sultats sou-ait;s. #lles , oti+ent et diri.ent la re*-er*-e)ar les sujets dieF);rien*es enri*-issantes au sein de)lusieurs *o, , unaut;s. Au*une *o, , unaut; ne se , =lait *o,)orter toutes les +aleurs *o,)l<tes de lindi+idu. Au *ontraire,)lusieurs *o, , unaut;s sont *o,)l; , entaires, /ournissant *olle*ti+e , ent une r;solution Z 7estalt [H la re*-er*-e de +aleurs)ro)res a lindi+idu dans un *onteFte *o, , unautaire. "es +aleurs ont in/luen*; non seule , ent l'asse , =la.e des *o, , unaut;s au sein des :uelles lindi+idu)arti*)e, elles ont ;.ale , ent /ourni l'asso**asion)our un indi+idu de d;li , iter les ;l; , ents de leur)arti*)ation dans *-a:ue *o, , unaut; ainsi :ue les relations entre *o, , unaut;s.

#n se*ond lieu et en dessous des +aleurs, il y a la notion *entrale de *-oiF :ui a /ourni le le+ier et les)ossiilit;s d; Z e ,)o1er , ent [dans le :uel l'auto-s;le*tion des *o, , unaut;s en /on*tion des +aleurs)ersonnelles,)er , et de n; .o*ier la nature et le de.r; de)arti*)ation dans *-a:ue *o, , unaut; , et de s'assurer :ue les o=le*ti/s de)arti*)ation dans *-a:ue *o, , unaut; sont atteints.

"bidentit; de soi et de la *o, , unaut; ;tait /uide et *-an.eante a+e* le te ,)s. "e /uF et le re/luF de l'intera*tion entre les *o, , unaut;s individuelles et , ulti)les sont rest;s tout aussi /uides. Cela se , =lait *i , enter le rele *entral du *-oiF H , esure :ue les indi+idus ont en)er , anen*e n; .o*i; leur *onstellation et)arti*)ation H)lusieurs *o, , unaut;s en /on*tion de leurs +aleurs. A)r<s le *-oiF, il y a deuF ;l; , ents tout aussi i ,)ortants : l'a)artenan*e et la satis/a*tion des =esoins)ro)res.

"es r;sultats de *ette ;tude sont *o,)ati=les a+e* la notion de *onneFion ; , otionnelle)arta.;e, dia)artenan*e et de satis/a*tion des =esoins)ro)res de SPC *on*etualis;es)ar * & illan et C-a+is (2MK). "e rele *entral des +aleurs est *o,)ati=le a+e* la di , ension de la *onneFion ; , otionnelle)arta.;e. "e *onstat :ue le *-oiF est)arti*ulier H)lusieurs *o, , unaut;s est *on+er.eant a+e* la re*-er*-e)r; *;dente e/le*tu;e)ar \$=st et W-ite (200L). "a nou+elle *ontri=ution de *ette ;tude est la nature d;+elo))e , entale des +aleurs, du *-oiF et de la r;alisation de ses =esoins)ro)res. "es +aleurs diri.ent l'a.en*e , ent du *-oiF H tra+ers le :uel les autres di , ensions)rin*)ales, l'a)artenan*e et la r;alisation des =esoins)ro)res, *o,)osent l'ieF);rien*es si.ni/i*ati+e dans dil/;rentes *o, , unaut;s. Cette ;la=oration du SPC /ournit un *adre)our l;la=oration d'inter+entions)our /a+oriser le SPC dans le *onteFte de *o, , unaut;s , ulti)les, :ui *on*etualise le SPC *o, , e une *onstru*tion *o,)osite,)lutet :ue d'essayer d'la , ;liorer le SPC dans une *o, , unaut;)arti*uli<re, et il res)e*t ainsi les as)e*ts d;+elo))e , entauF. "es r;sultats de *ette ;tude *ontri=uent H t-;orie naissante de SPC dans le *onteFte de *o, , unaut;s , ulti)les.

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LLE4*5* .2& / *42,5& &' 5, / * ('&- , 6252'@F (- &)@05&>2* -

+,) T, -2, M, 42&5¹ & C,) 1 &- M, 4%, : *2



Dans *e tra+ail, nous tenterons d'a=order la relation de l'#*olo .ie So*iale a+e* la notion de Dura=ilit; , en)renant en *o ,)te les tra+auF de la Py*-olo .ie So*iale Co , , unautaire, H tra+ers deuF ;tudes de *as r;alis;es au !r;sil. Ce)endant, nous *o , , enDerons tout d'a=ord)ar une)etite introdu*tion t- ;ori:ue :ui nous /ournira les *l;s de *o ,)r; -ension de nos)rati:ues.

"l'attention)arti*uli<re)r>t;e aujourdi=ui auF ressour*es naturelles trou+e son i ,)ortan*e /a*e auF *-an.e , ents *li , ati:ues :ui)ro+o:uent des des ; uili=es si .ni/i*ati/s et, :ui, si l'on s'en tient au s* ;nario)r;+u , , ena*ent le , ode de +ie des ; n ;rations /utures. "a :uestion en+ironne , entale est, a*tuelle , ent, un , oyen strat ; .i:ue de n ; .o*iation entre .ou+erne , ents, et est de+enue d'une i ,)ortan*e *ru*iale dans l ; *ono , ie , ondiiale , ;tant donn ; :u'elle o=li.e les d ; ideurs H)rendre)osition sur di+erses :uestions *on*ernant nos , odes de *onso , , ation a*tuels, euF- , > , e i ,)os ; s)ar le , od<le ; *ono , i:ue en +i.ueur.

'l eFiste =el et =ien un =esoin de d ; +elo))e , ent , ais sans :ue *elui-*i soit /or* ; , ent li ; H :uel :ues o=le*ti/s de *roissan*e ; *ono , i:ue :ue *e soit. #n e//et, le d ; +elo))e , ent doit >tre dura=le,)renant en *o ,)te la :ualit ; de +ie, les loisirs, les indi*ateurs de sant ; , d ; du*ation, entre autres, en)arti*ulier dans les)ays en d ; +elo))e , ent. Ainsi tenterons-nous de , etre en relie/ le /ait :ue *ette *roissan*e ne nous *onduit)as auto , ati:ue , ent sur la +oie du d ; +elo))e , ent dura=le , ;tant donn ; :ue, dans *e *as, il est n ; *essaire de rendre *o ,)ati=les les r ; sultats lo*auF a+e* l'o//re de ressour*es, :u'elles soient d'ordre en+ironne , ental, te*-nolo.i:ue, ou ; *ono , i:ue.

"e d ; +elo))e , ent,)our >tre soutena=le^A se doit d'>tre *al:u ; sur les eF) ; rien*es *ulturelles lo*ales, H tra+ers du re.ard lo*al, *elui :ui r ; +<le les n ; *essit ; s et les de , andes de la *o , , unaut ; . Ainsi la soutena=ilit ; en+ironne , entale *orres)ond-elle au res)e*t des *ara*t ; risti:ues lo*ales, des traditions *ulturelles, of l'usa.e des ressour*es est)ro/ond ; , ent li ; auF *a)a*it ; s des syst< , es, l'o=le*ti/ ; tant, en e//et, de ne)as ;)uiser *es ressour*es.

Ainsi, tous les jours sur .it-il une)ro/usion de nou+eauF *on*e)ts autour de *ette t- ; , ati:ue, :ui ont)our e//et de trou=ler la)o)ulation, de)ar leur di//usion , ; diati:ue essentielle , ent aF ; e sur la s*ienti/i*it ; du t-< , e. "a)o)ulation, en e//et, ne se sent)as *on*ern;e, *e :ui *r ; e la sensation d'&eFternalit ; auF)ro=le< , es

Pro/esseur du Pro. ra , , e # 'C\$S.9F (5 [tania=, j . , ail.*o.](#)

² Do*torante du Pro. ra , , e 'nterdis*)linaire de Co , , unaut ; s et #*olo .ie So*iale # 'C\$S.9F (5 [*ar, en j .e r l . o + e r](#)

^A &> , e si, en Fran*e, le ter , e \sustentN+el] est sou+ent traduit *o , , e \dura=le], nous e ,)loyons aussi le ter , e Z d ; +elo))e , ent soutena=le [(l'ori .ine an.laise du , ot), et :ui /ut nota , , ent utilis ; H)artir de 200E en Fran*e, *o , , e titre de li+re,)ar eFe ,)le, \ 'e D ; +elo))e , ent soutena=le] , Paris, 200E, de Fran*k-Do , ini:ue Oi+ien.

en+ironne , entauf :ui ne *onsid<rent)as une in/init; de +aria=les, *o , , e,)ar eFe ,)le, les s);*i/i*it;s
*ulturelles, les traditions, la d;/orestation, les)olders, la)rodu*tion de d;* -et.

%ous)ou+ons *iter deuF .rands)rojets d;+elo)); s au !r;sil, le Projet *Sinuelo*, dans le Pantanal, et le Projet de
&o=ilisation So*iale et Parti*i)ation Co , , unautaire, /aisant)artie du Pro.ra , , e de D;)ollution de la !aie de
7uana=ara, H (io de 5aneiro. Ces deuF)rojets ont ;t; *on/ront;s H une tr<s .rande r;sistan*e lors de leur
i,)lantation, de la)art du)ro)re)ou+oir)u=li*, en *e :ui *on*erne les =esoins des *o , , unaut;s.

"e Projet Sinuelo Pantanal dans l;#tat /;d;r; du &ato 7rosso do Sul ^ !r;sil a dur; M ans, *o ,)tant a+e* la
)arti*i)ation de 2A *-er*-eurs de di//;rents do , aines de *onnaissan*e, dont une , alorit; de)sy*-olo.ues,
a**o ,)a.n;s, au *ours de notre tra+ail, ME tra+ailleurs_es rurauF 66 res)onsa=les lo*auF, EE ;le+eurs et KL
asso*iations *i+iles.

9ne s;rie d;inter+ie1s et de r;unions a ;t; realis;e a+e* la)o)ulation, en utilisant les *feedback* en)lus d;un
in+entaire de *onnaissan*es, =esoins et as)irations lo*ales. Plusieurs d;entre elles /urent l;=let de *on:u)tes
.rd*e H *e)rojet, *o , , e l;assainisse , ent =asi:ue, l;or.anisation de la)>* -e, la , o=ilisation des artisans, :ui a
)er, is H *ette *at; .orie de s;or.aniser, de)arti*i)er d;ia+anta.e auF a*ti+it;s de la &aison des Artisans, et de
d;+elo))er des liens)lus ;troits a+e* les di//;rentes asso*iations et *at; .ories)ro/essionnelles au sein d;un
*onseil lo*al.

%otre r;/leFion a*tuelle tourne autour du *onstat :ue, , al.r; le /ait d;ia+oir tra+ail;; en ter , es de .ou+ernan*e,
a+e* les)ou+oirs)u=li*s et a*teurs lo*auF, le)rojet n;ia)as r;ussi H i,)lanter une des)rin*i)ales de , andes
lo*ales, :ui ;tait l;instauration d;un noyau rural d;du*ation dans le Pantanal of seraient r;unies et entretenues
les *onnaissan*es lo*ales de la r; .ion.

Cela nous *onduit H une r;/leFion sur la)ro=I; , ati:ue de la .ou+ernan*e, au sein des)rojets de)sy*-olo.ie
*o , , unautaire, au !r;sil, :ui ne /ont :ue *o , , en*er. 9ne .ou+ernan*e, *on*ernant tous les a*teurs et
, o=ilisant le)ou+oir)u=li* dans l;=le*ti/ de *-an.e , ents stru*turels et so*iauF, doit)ar+enir H >tre , ise en
)la*e.

"e Projet de &o=ilisation So*iale et Parti*i)ation Co , , unautaire, ins;r; dans le Pro.ra , , e de D;)ollution de la
!aie de 7uana=ara, H (io de 5aneiro, a dur; A ans, *o ,)tant a+e* la)arti*i)ation, *ette /ois, de)r<s de 20
-er-eurs, dont, de nouveau, une , alorit; de)sy*-olo.ues so*iauF. "e)rojet a ;t; d;+elo)); dans les
*o , , unaut;s des se)t , uni)i)alit;s et a *o ,)t; a+e* la)arti*i)ation de)r<s d;un , illion de)ersonnes,)ar, i
les:uelles /urent s;le*tionn;s . E indi+idus)our assu , er le rele de res)onsa=le lo*al (E2M -o , , es et K2A
)e , , es). A)r<s a+oir ;t; /or , ;es, *es)ersonnes se sont +ues attri=uer la td* -e de *ontinuer H , ettre en oeuvre
le)rojet, en , ettant en)la*e des a*ti+it;s d;du*ation et de)r;ser+ation en+ironne , entale,)ortant un nouveau
re.d sur l;en+ironne , ent.

"e)rojet a aussi *o ,)t; a+e* la)arti*i)ation de AA or.anes .ou+erne , entauf, 2 .rou)es in/or , els, LA \$%7s,
2 0 ;.lises, 2 6 ;*oles, MOM asso*iations et KA autres institutions :ui ont en*oura.; les *o , , unaut;s H
d;+elo))er des attitudes res)onsa=les /a*e auF de , andes en+ironne , entales, en ayant)our o=le*ti/ de
*onser+er les ressour*es naturelles. Cela)ou+ait se traduire,)ar eFe ,)le,)ar le nettoya.e des /leu+es, la

l'utilisation des déchets, le développement de petites entreprises artisanales, une alternative économique, la réhabilitation des quartiers, l'installation de services d'assainissement, le nettoyage des rues, l'organisation et le renforcement de petites associations locales, qui ont en sorte que, jusqu'à aujourd'hui, ces associations soient initiées par elles-mêmes, (participer elles-mêmes) ; dans les localités concernées.

En fait, ce sont les objectifs qui n'ont pas tous été atteints entièrement, dans tous les domaines ; les résultats, le rôle social et la participation. Cependant, la participation aux infrastructures, a renforcé les rôles, ceux qui ont été réalisés ; la finalisation.

La consolidation des liens sociaux a été construite entre les associations et les responsables locaux afin de sorte que la communauté, un autre membre, soit un acteur, elle-même, participant et responsable dans les rôles de développement, elle-même, un autre.

C'est donc en ce sens que nous justifions le besoin d'un nouveau regard interdisciplinaire, où la communauté puisse elle-même être représentée lors de la participation des acteurs locaux, pour parvenir à une véritable insertion de la communauté, un autre ; dans les rôles décisifs.

C* -4&+' (, 52<2- . 4* 1 1 (-2'3 + ,)'242+ , '2* -F , /3/'&1 , '24
52'& , ' ()&)&;2&A *0 '%& %& , 5'% +) * 1 * '2* - :2/4* () /&

63 B&-J, 12- M,)&- '1 R (: *50 " *) / ' &) ^2 & P & ' &) N * A , 9'



B, 49.) * (- :

The notion of "community participation is supported by the W@S sine the AI, a Declaration (2LM). It is as
-i. -li. -ted as a key strategy for -ealt-)ro , otion (@P) =y t-e \$tta1a C-arta (2MK) and is still at t-e *entre of
t-e @P dis*ourse (W@\$ 2002).

Published re-views on the subject point out that =e*ause t-e ter ,)arti*)ation is not well s)e*/ied, it , ay =e
eF)loited as a *os , eti*] +alue /or @P)ro.ra , s lto , ake 1-ate+er is)ro)osed look .ood] (C-a , =ers 22E, A0).

The q)arti*)ation turnq in -ealt-)ro , otion also attra*ted *riti:ue /ro , a)oststru*turalist)ers)e*ti+e: (at-er t-an
)la*in. t-e a.en*y of t-e *o , , unity at *entre sta.e, t-e i ,)erati+e /or)arti*)ation a*ts as a , e*-anis , /or
)osterin. individual sel-/dis*)iline and o=s*urin. t-e 1ay in 1-i*-)o1er o)erates. (Peterson and "u)ton 22K)

The *lassi*al a))roa*- to un , ask t-e tokenisti* *-ara*ter of , any)arti*)atory initiatives 1as de+elo)ed as t-e
ladder of *itiGen)arti*)ation] =y Arnstein (2K2). (ou. -ly t-e ladder ena=les one to di//erentiate =et1een:

- *non-participatory actions*: 1-i*- in*lude /or eFa ,)le solely)ro+idin. in/or , ation to *o , , unity , e , =ers
- *tokenistic ones*: 1-ere=y t-e *o , , unity , i. -t +oi*e t-eir o)inions =ut is not in+ol+ed in t-e ulti , ate
de*ision- , akin.
- *genuine participation*: 1-ere de*ision- , akin.)o1er is trans/erred /ro , t-e eF)erts to t-e *o , , unity

So , e , odels to *on*e)tualiGe)arti*)ation 1it-in t-e @P dis*ourse still lean to 1ards t-is ladder , eta) -or ^
rena , in. , addin. or strikin. out so , e of its run.s (@art 222, Pretty 22E) ^ ot-ers are *riti*igIn. its redu*tionis ,
1-i*- states t-at only /ull de*ision- , akin.)o1er /or *itiGens and t-eir do , inan*e o+er eF)erts s-ould =e
re.arded as .enuine)arti*)ation ("a=onte 22L, Tritter_&*Callu , 200K).

Present de+ate indi*ates t-at t-e kernel :uestions of *why* and *how*)arti*)ation s-ould take)la*e in @P)ra*ti*e
, i. -t not =e ans1ered =y su*- one di , ensional , odels , =ut 1ould need so) -isti*ated t-eoretial in+esti.ations
(Pot+in 200L, Ste) -ens 200L).

S4*+& *0)&/& ,)4%

(e/errin. to t-is dis*ussion t-e ai , s of our resear* - are:

- To syste , ati*ally -i. -li. -t t-e t-eoretial de+elo) , ents of t-e dis*ourse sine 2000
- To initiate a ne1 t-eoretial de+ate on)arti*)ation 1it-in @P dis*ourse

¹ud1i. !oltG , ann 'nstitute @ealt- Pro , otion (esear* , Oienna_Austria

²ud1i. !oltG , ann 'nstitute @ealt- Pro , otion (esear* , Oienna_Austria ? 'nstitute of So*iolo.y , 9ni+ersity of Oienna_Austria

- To re/ra , e)arti(i)ation as a strate.y /or)ro/essional @P)ra*ti*e (rat-er t-an an ideolo.y)
- To .uide)arti(i)atory)ra*ti*e lit-in @P

M&'%* :

A *o ,)re-ensi+e literature sear*- in ei.-t data=ases 1as *arried out to identily rele+ant)u=li*ations. T1o resear*-ers inde)endently s*reened 222M retrie+ed a=stra*ts. For KM)otential rele+ant)u=li*ations /ull-teft)a)ers 1ere ordered and assessed (a. ain dou=le-rated). Finally,)a)ers 1ere in*cluded in t-e synt-esis.

R&/ (5' /

Co ,)ared to)re+ious re+ie1s ("a=onte 22L, Vakus_ "ysa*k 22M, (i/kin et al. 2000, W-ite 2000, &or.an 200 , W@\$ 2002), 1-i*- =rou.-t to li.-t rat-er si ,)le , odels to *on*e)tualiGe)arti(i)ation, t-is study identily a ne1 strand o/ t-eoretically ins)ired de=ates. So*ial s*ien*e t-eories are a))lied in ele+en)a)ers to understand)ro*ess and *o , , uni*ati+e :ualities o/)arti(i)atory inter+entions and to sti , ulate ne1 /or , s o/)arti(i)atory)ra*ti*e. A su=set o/ t-e ar.u , ents ela=orated in t-ese)a)ers is)resented in t-e lollo1in. se*tion as)reli , inary results.

P,) '242+ , '2*- , / , 4* 1 1 (-24 , '2; & /') , '&.3

To ans1er t-e :uestion 1-y)arti(i)ation *ould =e seen as a strate.y to .uide)ro/essional @P)ra*ti*e a *o , , uni*ati+e ar.u , ent *ould =e de+iated /ro , t-e literature. Su**ess/ul *o , , uni*ation (!ae*ker 200L) needs to attra*t its re*ei+er =y redundan*y (s_-e , ust =e a=le to set it in relations-i) lit- so , et-in. already eF)erien*ed) and +ariety (it , ust , ake a dil/eren*e to t-e already kno1n and t-ere=y sur)rise (!ateson 2L2, A L)) at t-e sa , e ti , e. Parti(i)ation , i.-t =e a , e*-anis , to ensure =ot- o/ t-ose re:uire , ents.

T-e *ulture- *entred a))roa*- to)arti(i)ation as /or , ulated =y Dutta !asnyat (200M) is u)-takin. *ulture as *onstituti+e /or t-e understandin. o/ -ealt- , eanin.s. T-ere/ore, t-e +oi*e o/ t-e *o , , unity is seen as essential to de/ine -ealt- needs, and s-ould =e *onsidered in t-e)ro*ess o/ desi.nin. @P inter+entions. T-e ai , o/ t-is a))roa*- is to ensure t-at @P)ro.ra , , es are res)onsi+e to *o , , unity needs =y in*ludin. *o , , unities in)ro.ra , de+elo , ent.

'n t-e *ontefT o/ re/leFi+e , odernity, *-ara*teriGed =y ra)id so*ial *-an.e 1-ose dire*tion is not totally)redi*ta=le,)arti(i)ation is seen as an inno+ati+e strate.y /or @P to , ana.e un*ertainty (Pot+in 200L). Parti(i)ation i ,)lies t-e in+ol+e , ent o/ a , ulti)li*ity o/)ers)e*ti+es and .enerates kno1led.e /ro , t-e lo*al *ontefTs o/ *o , , unities. For Pot+in)arti(i)ation is a ne*essity to ensure t-at @P *ontinues to =e a rele+ant institution in , odernity, =e*ause it su))orts t-e ada)tation o/)ro.ra , s to so*ial *-an.e.

P,) '242+ , '2*- , / , - & 1+*A&)2-. /') , '&.3

Anot-er ar.u , ent 1-i*- one *an deri+ate /ro , t-e t-eoretial literature on)arti(i)ation is *on*erned lit-e ,)o1er , ent. T1o)a)ers (Ca ,)=ell_ 5o+*-elo+it*- 2000 and (a , ella_ De "a CruG 2000) dra1n on t-e *riti*al)eda.o.y o/ Paulo Freire. 't ai , s to .enerate *onditions /or disad+anta.ed)eo)le to)ro=le , atise e+eryday li/e

=y =rin.in. its eF)erien*e into *o , , uni*ation, , utual understandin. and a*tion. Parti*i)atory @P)ra*ti*e (oriented to1ards Freire) in*ludes)eo)le in t-e *riti*al re/leFion o/ t-eir so*ial ?)oliti*al en+iron , ent. T-ere=y t-ey 1ill esta=lis- a *riti*al *ons*iousness and learn t-e skills to +oi*e t-eir o)inion (indi+idual e ,)o1er , ent). T-is , akes t-e , also , ore likely to =e*o , e a.ents /or *-an.e in *o , , unity all/airs (*o , , unity e ,)o1er , ent).

E//&- '2,5 0&,'()&/ *0 , +,)'242+, '*3 +)*4&//

So , e t-eoret*i)al a))roa*-es)oint to essential /eatures o/)arti*i)atory)ro*esses and -o1 t-ese *ould =e realised in t-e)ra*ti*e o/ @P. T-e *on*e)t o/ *o , , uni*ati+e a*tion as /or , ulated =y @a=er , as is a))lied in t1o)a)ers (!aillie et al. 2000, (a , ella_ De "a CruG 2000). A kernel state , ent -ere is t-at @P)ra*ti*e in+ol+es t-e *o , in. to .et-er o/ di+erse)eo)le. T-ere=y , a , a)or *-allen.e is t-e *reation o/ an o)en *o , , uni*ation. T-e)a)ers t-en)oint out t-at *o , , uni*ati+e a*tion , ay =e a .uide)line /or t-e understandin. -o1 a)arti*i)atory)ro*ess *ould =e realiGed in @P)ra*ti*e. Co , , uni*ati+e a*tion re:uires t-e e:ual distri=ution o/ o))ortunities to a*t , eanin./ully in all as)e*ts o/ t-e)arti*i)atory)ro*ess. (esear*-ers a))lyin. t-at *on*e)t are sensitiv)ed to t-e /a*t , t-at)ri , arily +ulnera=le *o , , unities , ay la*k *o , , uni*ati+e *o ,)eten*e to +oi*e t-eir o)inion. @o1e+er ,)arti*i)atory)ra*ti*es oriented to1ards *o , , uni*ati+e rationality -a+e to in+ol+e +alues like e:uality, ne .otiated *ontent, and in*clusion o/ *riti:ue t-rou. -out t-e)ro*ess.

C* -45(/2* -

Follo1in. t-ese ar.u , ents 1e su. .est a /irst a=stra*t understandin. o/)arti*i)ation: Parti*i)ation *ould =e indi*ated as a)ro*ess, 1-i*- is s-a)ed =y *o , , unity , e , =ers /ro , t-e =e.innin. , re*ruits its strate.y /ro , t-eir kno1led.e and eF)erien*e, and is .o+erned t-rou. - t-eir)oint de*ision- , akin.. 't -as to =e seen as an (o)en)ro*ess =e*ause t-e out*o , e o/)arti*i)ation is al1ays un*lear, as it e , er.es /or , t-e e:ual *ontri=ution o/ all its)arti*i)ants.

'n t-is)a)er 1e)resented)reli , inary results o/ a re+ie1 o/ t-eoret*i)al de+elo) , ents on t-e issue o/)arti*i)ation 1it-in t-e @P dis*ourse. We *ould 1ork out t-at , ore t-eoret*i)al a))roa*-es are used 1-i*- sti , ulate a ne1 1ay o/ t-inkin. and de=ate. T-is , ay -el) to o+er*o , e t-e sta.nation o/ *on*e)tual de+elo) , ents (still orientated to1ards t-e late 2K0s) and , ay su))ort @P)ra*ti*e to re/ra , e)arti*i)ation as a strate.y and .uide its i ,)le , entation.

R&0&)-4&/

Arnstein, S (2K2): A ladder o/ *itiGen)arti*i)ation. 5 A , 'nst Plann, AE(6), 2 K-226

!ae*ker, D (200L): For , und For , en der 3o , , unikation. Frank/urt a , &ain

!aillie , " et al. (2000): 9sin. Co , , uni*ati+e A*tion in t-e Pri , ary Pre+ention o/ Can*er, in: @ealt- #du* !e-a+ , Ool. 2L (6): 662-6EA

!ateson, 7 (2L2): Ste)s to an #*olo.y o/ &ind. %e1 4ork

C-a , =ers, ((22E): Paradi. , s-i/t in t-e)ra*ti*e o/)arti*i)atory resear* - and de+elo) , ent. 'n: %elson %, Wri. -t, S (eds). Po1er and)arti*i)atory de+elo) , ent: t-eory and)ra*ti*e. "ondon

Ca ,)=ell, C_ 5o+*-elo+it*- , S (2000): @ealt- Co , , unity and De+elo) , ent: To1ards a So*ial Psy*-olo.y o/ Parti*i)ation, in: 5 Co , , unity A))l So* Psy*-ol, 0: 2EE-2L0

R&/+* - /26252'3 , - : +5, - -2- . , 1 * - . 3* (- . 42'2<&- / *0 N, +5&/
 , - : 2' / +)* ;2-4&

63 "*)' (- , P)*4&- '&/& 1 S25;2, S4*''* :2 L(<2*2 & "), -4&/4, S4,0('*2



I-'*)' : (4'2*-

'n 1estern so*iety 1e noti*e t-e de*line in)arti*)iation in *o , , unity li/e, es)e*ially a , on. youn.)eo)le. !y
 ll)arti*)iation in t-is instan*e 1e , ean so*ial)arti*)iation, t-at is si , ultaneously a*ti+e, s-ared and +isi=le
 (A , erio, 2000). Studies -a+e s-o1n t-at /a*tors)resent at a *olle*ti+e le+el, as a =asis o/)arti*)iation are:
)er*)e)tion o/ injusti*e, a state o/ so-*alled relati+e *olle*ti+e de)ri+ation, /eelin.s o/ solidarity, so*ial *o-esion
 and sense o/ *o , , unity (C-a+is, Wanders , an, 220§ De Pi**oli et al., 2006). Sense o/ *o , , unity (S\$C,
 &*&illan, C-a+is, 2MK), es)e*ially, -as =een studied not only as a deter , inin. /a*tor in)arti*)iation =ut also as
 an e//e*t o/)arti*)iati+e a*ti+on.

T-e studies in %ea)olitan *o , , unity stated t-e eFisten*e o/ a sense o/ *o , , unity t-at is *negative* in so , e o/ its
 o ,)onents, 1-i- see , s to relate to a kind o/ *avoidant attachment to their territory* in youn.)eo)le
 (Ar*idia*ono et al., 200L). T-e)re+ious resear*- s-o1ed t-ere 1as also a /eelin. o/)o1erlessness and an .er in
 relation to t-e *onteFt o/ =elon.in. , 1-i*-)re+ented any /or , o/)ersonal or *olle*ti+e in+est , ent in t-e /uture.
 T-e a=ility to)lan /or onesel/ in t-e area 1as totally la*kin. and only in so , e *ases t-e 1is- eF)ressed dealt 1it-
 runnin. a *o , , er*ial or /ood outlet in t-e /uture. !esides resear*- -ad underlined t-at youn.)eo)le in an
 under)ri+ile.ed area -ad a sense o/ =elon.in. to t-eir lo*al *o , , unity t-at related neit-er to t-e)role*ti+on o/
 t-eir eFisten*e inside t-e *o , , unity, nor to a*ti+on in /a*our o/ it. Po1erlessness and , istrust, like di , ensions o/
 S\$C, 1ere *losely linked to eF)e*tations /or t-e)lannin. o/ /uture a*ti+ons in t-e *o , , unity (Ar*idia*ono,
 Pro*entese, 200E).

A21 /

(esear*- 1-i*- 1as)ro)osed, in+esti.ated t-e)er*)e)tion o/ youn. %ea)olitans in t-eir o1n *o , , unity, t-e
 =ond esta=lis-ed 1it- it and t-eir)lannin. in relation to t-e , sel+es and to t-eir territory, assu , in. t-at t-ere
 1ere di//eren*es a , on. t-e youn.)eo)le li+in. in t-e *ity and t-ose li+in. in t-e outskirts o/ t-e *ity.

(esear*-er in So*ial and Co , , unity Psy*-olo.y, ortuna.ro*entese.j.unina.it Di)arti , ento di S*ienGe (elaGionali]7.'a*ono] 9ni+ersitH
 de.li Studi di %a)oli- Federi*o''

2 P-D Student - Di)arti , ento di S*ienGe (elaGionali]7.'a*ono] 9ni+ersitH de.li Studi di %a)oli- Federi*o''

M&'%* :

Participants

The participants were 100 young people between the ages of 22-40 years (range 20-42 years). 50 of them are living in the ghettos and the remaining in its surrounding community. 50 are university students and 50 of them are workers, 20 are female and 30 are male. We used a type of theoretical sampling (Lincoln & Guba, 1985) research based on the grounded theory (Crabtree, 2002).

Instruments

The instrument used for data collection was the focus group (Crabtree, 2002), that is one of the techniques of data collection based on the interaction of the group. The following areas were identified to conduct the focus group: bond between the relationships between the participants' participation in neighborhood, family and future. The coding system applied to the texts of the interviews was the grounded theory (Strauss & Corbin, 2008).

R&/ (5' /

9410148, 9411014, 9412014, 9413014, 9414014, 9415014, 9416014, 9417014, 9418014, 9419014, 9420014, 9421014, 9422014, 9423014, 9424014, 9425014, 9426014, 9427014, 9428014, 9429014, 9430014, 9431014, 9432014, 9433014, 9434014, 9435014, 9436014, 9437014, 9438014, 9439014, 9440014, 9441014, 9442014, 9443014, 9444014, 9445014, 9446014, 9447014, 9448014, 9449014, 9450014, 9451014, 9452014, 9453014, 9454014, 9455014, 9456014, 9457014, 9458014, 9459014, 9460014, 9461014, 9462014, 9463014, 9464014, 9465014, 9466014, 9467014, 9468014, 9469014, 9470014, 9471014, 9472014, 9473014, 9474014, 9475014, 9476014, 9477014, 9478014, 9479014, 9480014, 9481014, 9482014, 9483014, 9484014, 9485014, 9486014, 9487014, 9488014, 9489014, 9490014, 9491014, 9492014, 9493014, 9494014, 9495014, 9496014, 9497014, 9498014, 9499014, 9500014

students, they didn't mention their training as a good resource to achieve their plans. It seems that they only had good skills that they would have, is to get in/or, action.

For these reasons, it seems that the transition to the role is too weak, (1-1-1) prepared theoretical, 1it-out *on*rete and detailed)lannin.. T-e only t-in. t-at 1as i,)ortant is \to lea+e], no , after 1-ere, and 1-at t-ey 1ill do, and 1it-out lookin. /or a *onne*tion 1it- t-eir last and a*tual eF)erien*e o/ 1ork and trainin..

With regard to the *fulfilment of needs*, (ro+in*e)s youn.)eo]es)er*ei+ed t-eir *ity (or to1n) la*kin. in stren.t- and de.raded, so it *ouldn't .i+e t-e , all t-ey 1is- /or.

So even if they lived in a .ity, in %a]es]s)ro+in*es, t-ey)er*ei+ed t-is)la*e to =e a \s , all to1n], =e*ause t-ere 1as a s*ar*e su))ly o/ ser+i*es and a*ti+ities.

T-e only resource that 1as a*tual and indi+iduated is a relational su))ort, 1-i*- 1as a=+e all a /a , iliar su))ort. It indicated that youn. %ea]olitan]s /elt de)ri+ed o/ any datu , -)oint outside t-e /a , ily.

C*-45(/2* - /

4oun. inter+ie]ees eF)ressed an e , otional =ond to t-eir)la*e, and at t-e sa , e ti , e attri=uted a ne.ati+e +alue to t-e i , a. e o/ t-eir o1n territory. T-ey -ad a sense o/ *belonging* to t-eir lo*al *o , , unity =ut t-ey didn't -a+e t-e)ros)e*t o/ t-eir eFisten*e 1it-in t-e *o , , unity and t-ey did not)arti*i]ate in a*ti+ities in /a+our o/ it (Ar*idia*ono ? Pro*entese, 200E] Ar*idia*ono et al., 200L). T-e lo*al *ulture 1as *-ara*teri]ed =y dise ,)o1er , ent, and it see , ed -a+e in/uen*e on a*ti+e)arti*i]ation (Pro*entese et al., 200L). T-e)er*etion o/ a ne.ati+e relation *li , ate en*oura.ed a*ti+ions in t-e , ost)art o/)arti*i]ants 1-i*- 1ere an*-ored to an indi+idual lo.i* rat-er t-an =ein. /or *o , , on .ood. 'n t-is *ase, t-e la*k o/ *olle*ti+e res)onsi=ility 1as e+ident des]ite t-e)resen*e o/ a stron. sense o/ =elon.in. to one]s o1n *o , , unity. 4oun.)eo]le /elt it 1as)ro]le , ati* to t-ink a=+out a)lan t-at *ould -a+e an e//e*t in t-eir lo*al *o , , unity, and t-ey rea*ted 1it- a *losed attitude and /o*used on realisin. an indi+idual)lan /ar /ro , t-e *o , , unity to 1-i*- t-ey =elon.ed. T-eir)role]ts a=+out /uture didn't see , realisti* and *o ,)re-ensi+e o/ a sense o/ res)onsi=ility, =ut t-ey 1ere *-ara*teri]ed =y a still adoles*ent /eelin. o/ o))osition to t-eir *oun]ry, to t-eir roots. #+en if t-ey 1ere \e , er.in. adults], t-e 1ay t-ey t-ink a=+out t-eir /uture looked adoles*ent, it 1as like \es*a)e], like *o)in. 1it- t-e a+oidan*e /ro , a su//erin. situation, /ro , an o))ression (Ar*idia*ono et al., 200L).

This result 1as si , iliar to ot-er /indin.]s (Pretty et al., 22K] #+ans, 200L), t-at s-o1ed youn.)eo]le do not .enerally eF)erien*e -a+in. in/uen*e o+er settin.]s and t-e in/uen*e t-at t-ey /eel in *o , , unity *onte]ts, is seldo , re*i]ro*al. T-ey 1ere t-e re*i]ients or o=]ets o/ t-e in/uen*e and)o1er o/ adults, =ut t-e o))ortunity to return t-e in/uen*e 1as too o/ten noneFistent.

R&0&]-4&/

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N&&: / , - : +5, - -2- . *0 A* 1&-L/ , // *42, '2* - / 2- '%& ,)& , *0
N, +5&/

63 | 1 1 , 4*5, ' , D2 N, +*52 C, '&)2- , A)42:2, 4* - * & "25* 1&- , T(44255*1



l-'* : (4'2* -

'n t-e , odern a.e re*)ro*ity and so*ial ties -a+e lost t-eir role as indisen=le ele , ents o/ so*ial relations in t-e)ro*ess o/ indi+idual e ,)o1er , ent (@ealy, 200E). T-is -as led to an idea t-at t-e /a , ily and lo*al asso*iations, 1-i*- are t-e *ontefTs o/ so*ial a*tion t-at =est a))ly t-e *odes o/ re*)ro*ity and solidarity, are , ar.inal and residual (StanGani, 200A). @o1e+er, asso*iations in a lo*al *ontefT also -a+e a role o/ , ediation =et1een *itiGens and lo*al institutions. Parti*i)ation is in*reasin.ly seen as a strate.y /or e ,)o1erin.)eo)le (Deji, 200L) sin*e it .i+es t-e , an o))ortunity to)lan 1it-in t-e lo*al *ontefT, t-ere=y in*reasin. t-eir le+els o/ so*ial trust (Ar*idia*ono, 2006\$ Ar*idia*ono, ? Di %a)oli, 200M). T-e /un*tions o/ so*ial trust are to redu*e so*ial *o ,)leFity (#arle ? C+etko+i*-, 22E\$ "u- , ann, 2M2), to)ro , ote so*ial justi*e and to i ,)ro+e a**ess to resour*es (Prilleltensky, 200). 't is likely t-at t-ese /a*tors *reate t-e *onditions /or 1el/are ((ot-stein, 200). 't is -o1e+er ne*essary to)urt-er in+esti.ate t-e role o/)arti*i)ation. Dit*-er (222) , akes a *o ,)arison =et1een)arti*i)ation as an \ele , ent] in de+elo) , ent as o))osed to)arti*i)ation as t-e \=asis] /or de+elo) , ent. W-en)arti*i)ation is seen as a , ere ele , ent)eo)le do not see t-e , sel+es as -a+in. a dire*t \stake] in t-e de+elo) , ent o/ a)role*t and it usually /ails.

A21 /

T-is study in+esti.ated t-e role o/ 1o , en)arti*i)atin. in 1o , enis asso*iation and t-e .oals, t-e or.aniGational syste , s and t-e i , a.e o/ +arious asso*iations)ro , otin. 1o , enis 1ell =ein. in %a)les and surroundin. areas, so as to i ,)ro+e our kno1led.e o/ t-eir *ontri=ution to t-e de+elo) , ent o/ 1o , enis so*ial)o1er. We did t-is =y , eans o/ t-e /ollo1in. ste)s:

- , akin. an in+entory o/ 1o , enis asso*iations in %a)les and t-e surroundin. area\$
- in+esti.atin. 1o , enis)er*e)tion o/ t-e a*ti+ities and role o/ t-ese asso*iations.

We also tried to .ain an idea o/ t-e de+elo) , ent o/ t-ese asso*iations, es)e*ially t-ose in+ol+in. t-e youn.er .enerations. We tried to understand t-eir *o , , it , ent to1ards t-e /uture and t-e 1ay t-ese asso*iations -a+e *-an.ed o+er ti , e.

M&'%* :

Participants

T-irty-t-ree lo , en in+ol+ed in t-e 60 , ain asso*iations o/ %a)les and its)ro+in*e, a ed =et1een A and L0 years,)arti*i)ated in t-e resear*-. We assi. ned t-ese lo , en t-e role o/ stake-olders.

T-eir asso*iations 1ere in+ol+ed in t-e /ields o/ *ulture (K), so*ial (K),)oliti*al and so*ial (6), -ealt-*are (2) and 1ork (). T-e lo , en inter+ie1ed in*luded K Presidents, 6 +i*e-)residents and A +olunteer 1orkers in+ol+ed in so*ial and edu*ational ser+i*es /or lo , en. L o/ t-e)arti*i)ants 1ere , arried, 1ere sin. le, 6 1ere se)arated_dior*ed, and 1as a 1ido1.

Procedures

A narrati+e inter+ie1 1as s)e*ially)re)ared in order to in+esti. ate

- t-e asso*iation's -istory,
- t-e eF)loration o/ t-e needs and eF)e*tations o/ lo , en in relation to t-e asso*iation,
- t-e asso*iation's)role*ts and a*ti+ities,
- t-e re)resentation and)er*e)tion o/ t-e asso*iation's lo*al *ontefT,
- a /il , =ook or)-rase t-at t-e inter+ie1ee /elt *-ara*teristi* o/ t-e asso*iation and t-e *ondition o/ lo , en in %a)les.

T-e lo , en's asso*iations 1ere *onta*ted usin. t-e lists o/ asso*iations *olle*ted =y t-e o//i*e o/ t-e \Consi. liera di)arith] (7 ender e: uality *oun*illor) o/ t-e lo*al area.

At /irst 1e , ade a list o/ t-e rele+ant %ea)olitan asso*iations. T-eir sta// 1ere t-en asked a=out t-eir a+aila=ility /or an inter+ie1. For ea*- asso*iation 1e .at-ered in/or , ation a=out t-eir tele) -one -el)-line ser+i*es and t-eir a*ti+ities in t-e areas o/ *onsultation, *-ild *arin. and , utual su))ort.

T-e study 1as *ondu*ted 1it- t-e ai , o/ , akin. a =ro*-ure use/ul to all lo , en,)ro+idin. in/or , ation a=out t-e asso*iations o)eratin. in t-e lo*al area.

T-e *olle*ted and re*orded data 1as trans*ri=ed and analysed 1it- t-e su))ort o/ t-e Atlas.Ti so/t1are.

We analyGed t-e teFtual , aterial 1it- t-e 7rounded T-eory a))roa*- (Strauss ? Cor=in, 200M) a , et-odolo.y and set o/)ro*edures 1-i*- ena=les one to .enerate a t-eory =ased on t-e a+aila=le data.

As a /irst ste) 1e identi/ied M6A *odes, 1-i*- re)resented an eF*e)tionally lar. e nu , =er o/ *ate. ories, due eit-er to t-e)resen*e o/ , any \in +i+o *odes] or to t-e di+ersity o/ t-e resear*-ers' trainin. .

As a se*ond ste) 1e re-analysed t-e *odes and 1e or. aniGed t-e , into M /a , ilies (Creati+ity: t-e essen*e o/ t-e asso*iation, 2 Creati+ity isn't only /e , ale, A Fe , ale skills, 6 T-e +isi=ility o/ t-e asso*iation in t-e lo*al area, E T-e relations-i) 1it- t-e lo*al *ontefT, K A. en*y o/ t-e asso*iation, L Sa/ety and 'nter-.enerational relations-i)s).

R&I (5' /

The analysis of the interviews clearly showed that associations were described as a [creative space] for the individual:

The association is a way to create, to discover one's own possibilities and above all to understand the uniqueness of the abilities of any person (54 year old, married, vice president of a cultural association).

It is also important to focus on the role that social associations play in local government (district councils) and in social action, means of cooperation and projects/funded institutions and unions or organizations:

Our association is part of the municipal council. (54 year old, married, president of a social association)

Moreover, the association is often a silent presence in daily activities in the neighborhood: in most cases, associations take part in local councils, but they have no opportunity to assert their ideas and their rights, and they still do not feel they offer any opportunities for development in politics and social action:

I think a number of facilities and services that can assist working mothers are missing [...] I realize that often the women who come to the association [...] have the problem of where to leave children during their absence. (53 year old, married, president of a social association)

The presence of associations and their utility of actions in the institutional network is therefore often questioned and lack of effectiveness.

... We often have problems with the institutions. When you make proposals you have a negative impact on the institutions. The volunteer should be welcomed with open arms, but instead, where there is the will to create projects that should be funded and supported, we encounter obstacles.

(Statement of 45 year old married president of a social association)

Our research represents an opportunity for reflection on the way in which these associations cooperate in unions and administrations. The information gathered from our respondents shows that at a social level there is insufficient social recognition of the role and actual support is lacking, and that the spread of vulnerability among the members in the association is often the only basis for actual recognition and support. This factor clearly indicated to us the role that powerlessness plays in the relationships between the members, where power plays a major role in their social context.

Women's associations see, to provide the opportunity to increase their feelings of actual recognition and a representation at the individual level and actual support at the collective level, but a strategy for increasing their visibility, representation, and influence in the decision-making procedure is absent.

A future study will investigate the factors in the attributes to success - associations and their role in the decision-making procedures of the organizations they interact with and are connected to.

R&0&)-4&/

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3

MIGRATIONS - MIGRATIONS

G&- :&) ;2*5&-4& 2- 4* (+5&/ , . ,2- /' 21 12.) , - ' A* 1&-

63 R*6&)', :& A5&-4,) -R* :)2. (&/1 & L&* - *) C, -'&),²

l-')*: (4'2*-

T-is)a)er is a=out .ender +iolen*e a.ainst "atin-A, eri*an 1o , en in !ar*elona, S)ain. T-e literature su))orts t-e notion t-at *onditions o/ t-e , i.ratory)ro*ess (lan.ua.e, lo=, ra*is , , et*) *an in*rease t-e +ulnera=ility o/ a=use. @o1e+er t-ere are)ersonal and eFternal resour*es t-at i , , i.rant 1o , en *an use to es*a)e +iolen*e. #F)loratory :ualitati+e , et-odolo.y 1as *-osen to analyGe t-e)ro*ess t-at A =attered "atin A, eri*an 1o , en .o t-rou. - a/ter de*idin. seek -el). T-e rele+an*e o/ t-is issue lies 1it- t-e /a*t t-at t-e nu , =er o/ i , , i.rants -as in*reased dra , ati*ally in S)ain. 'n !ar*elona t-e o+erall i , , i.rant)o)ulation in*reased /ro , L6,0 2 in 5anuary 200 to 226,2 M in 5anuary 2002. Furt-er , ore, S)ain is o/ten)er*ei+ed to =e a *ountry o/ do , esti* terroris , =e*ause t-e nu , =er o/ deat-s o/ +i*ti , s o/ .ender +iolen*e is .reater t-an t-e nu , =er o/ deat-s)er)etrated =y t-e #TA.

We 1ill ado)t, in t-is resear*- , t-e /e , inist)ers)e*ti+e as a t-eoret*i)al a))roa*- t-at o/lers a =roaden +ision o/ t-e)-eno , enon o/ +iolen*e. Cantera (222) states t-at it is not)ossi=le to eF)lain .ender +iolen*e in *ou)les t-rou. - si ,)listi* t-eories =e*ause t-at is a *o ,)leF)-eno , enon deter , ined =y a set o/ +aria=les, and no +aria=le *an =e *onsidered as t-e only one deter , inin. *ause /or +iolen*e e//e*ts. T-e a. .ression, a**ordin. to t-is aut-or, al1ays o**urs in an en+iron , ent 1-ere ot-er /a*tors , i. -t *ontri=ute as 1ell (*on/li*ts , *o ,)etition,)re)udi*e, al*o-ol, ideolo.ies t-at le.iti , ate +iolen*e).

T-rou. - t-e /e , inist +ision, 1e seek to study .ender +iolen*e in *ou)les a.ainst /e , ale i , , i.rants , *onsiderin. +iolen*e as a learned attitude t-at *an =e *-an.ed and /ore)arned (Cantera, 200E). \$n t-e ot-er -and, 1e de , onstrate t-at i , , i.rant +i*ti , s are a=le to re*o+er t-eir li/e *ontrol t-rou. -)ersonal and eFternal resour*es, and t-ey *an =reak o/ t-e a=usi+e relations-i)s as 1ell. T-ere/ore, in addition to t-eir *)a)ativity o/ resilien*e, =attered 1o , en -a+e t-e resour*es to in*rease t-eir *ontrol o+er inter)ersonal en+iron , ents. !esides, as .ender +iolen*e in *ou)les is a deri+ati+e o/ t-e -istory o/ .ender do , ination, it *an =e *-an.ed i/ a)tion is taken in so*ial and *ultural =ases t-at sustain t-at +iolen*e (Cantera, 222).

D2/4(/ /2*-

T-is is a do*toral)role*t in)ro.ress t-at , akes t-e in/or , ation -ere)resented a series o/ re/le*tions 1ea+ed t-rou. -out t-e data .at-erin.)ro*ess. T-e analysis o/ t-e in/or , ation allo1s us to /o*tus on t1o *entral)oints o/ t-e +iolen*e "atin A, eri*an /e , ale i , , i.rants) eF)erien*e: a) +iolen*e in a , i.ratory situation, and =) a)tions taken 1-en t-ey atte ,)t to redu*e or a+oid +iolen*e in t-eir , i.ratory status.

9ni+ersidad Autxno , a de !ar*elona, e- , ail: raro=erta.j-ot,aill.o. Su))orted =y t-e Pro.ra , , e Al!an, t-e #uro)ean 9nion Pro.ra , , e o/ @i. - "e+el S*-olars-i)s /or "atin A, eri*a, S*-olars-i) ny #LD60 MMA! (2 9ni+ersidad Autxno , a de !ar*elona, e- , ail: leonor.*antera.j.ua.es

!ein. an i , , i.rant /a+ors a la*k o/ kno1led.e a=out la1s, ri. -ts, ser+i*es, and -o1 t-ese are related to a de.ree o/ di//i*ulty 1it- t-e lo*al lan.ua.e and 1it- understandin. t-e S)anis- so*ial syste , . T-eir , i.ratory status *onsitutes a /a*tor t-at , akes it di//i*ult /or t-e , to seek -el) , t-us)uttin. t-e , in a +ulnera=le)osition:

4o ya , e ani , a=a)or:ue ya nun*a -a=ra re=i=ido un sueldo tan .rande, , u*-o dinero :ue al *a , =io en , i)a1s era , u*-o. #nton*es yo no sa=ra, y *uando , e de*ran , ira, tiene dere*-o a)a.as, tiene dere*-o a esto, yo de*ra uy tanto dinero , Ns. 4 a-r , e i=a in/or , ando)ero *uando lle.u; no sa=ra nada (P.A).

I kept my spirits up because I had never made so much money, lots of money that at my country's rate was a lot. So I didn't know, and when they told me look, you have a right to payments, you have a right to this, I said, wow, that means more money. And it was there that I started informing myself but when I got here I didn't know anything (P.3).

!ueno, ;l , e *on+en*xix de :ue retire la denun*ia, nos :uitaron la do*u , enta*ixn)or -a*erle *aso,)or:ue -u=iese lle.ado a lui*io *a)aG :ue no)erdra ni los)a)eles)or:ue dos azos nos)rendieron los)a)eles. Por:ue no lle.a , os a lui*io, yo lo +eo asr, tal +eG)or renun*iar el lui*io,)or :uitar la denun*ia , utua , ente (i) %o nos asesoraron =ien los a=o.ados enton*es (.) :uita , os la denun*ia, no :uerrra , os ir a lui*io,)ero , e :ued; sin)a)eles (i) ero /ue ;l :ue , e -iGo dazo. !ueno, a raRG de a-r ya,)or:ue no te :uiten los)a)eles a :uedarte *allada. 4o , e :ued; *allada , u*-as *osas, , e a.uant; (P.2).

Well, he convinced me to withdraw my formal complaint, they took our documents because we took his advice, because it could have gone to court that would not lose the papers because they lost the papers for us for two years. Since we didn't get to court, that's the way I see it, maybe because we took back our formal complaint, because we mutually took it back (...) They didn't advise us well, the lawyers at that time (.) we withdrew the complaint, we didn't want to go to court, but I ended up without papers (...) but it was him who hurt me. Well, since then I now, because they don't take your papers you opt to stay quite. I kept a lot of things to myself, I put up with it (P.2).

Additionally, undo*u , ented /e , ale i , , i.rants *annot /ile a /or , al *o ,)laint in *ases o/ , istreat , ent =e*ause t-ey are a/raid o/ re+ealin. t-eir o1n le.al status and t-at o/ t-eir)artner. T-is li , its t-e o))ortunity /or t-e , to seek -el) /ro , e , er.en*y *enters and ot-er s)e*ialiGed 1o , en)rote*tion resour*es /or t-ose 1-o are +i*ti , s o/ *lose relations-i) .ender +iolen*e. At t-e sa , e ti , e, t-is /urt-er in*reases t-eir institutional in+=isi=ility and la*k o/)rote*tion (Caro, 2006§ Casas, 2002§ &ontazes ? &oyano, 200K§ (unner, 4os-i-a , a ? %o+i*k, 2002). T-e)arti*i)ants o/ t-e study also eF)ress t-e need to re+ie1 eFistin. resour*e a**ess re:uire , ents. T-e a*t o/ su= , ittin. a /or , al *o ,)laint, /or eFa ,)le, s-ould not =e a *ondition /or t-e , to =e a=le to a**ess a+aila=le resour*es (Caro, 2006).

Alt-ou.- t-e , ot-er ton.ue o/ t-e study)arti*i)ants is si , ilar to t-at o/ t-e -ost *ountry (S)ain), 1e *annot /or.et t-at e+ery *ountry, re.ion, and e+ery .eo.ra)-i*al Cone and -istori*al , o , ent enjoys styles , eanin.s, sy , =ols and usa.es o/ s)ee*- t-at *-ara*teriGe a territorial , eanin. , ore t-an one t-at is s-ared a , on. e+eryone 1-o s)eaks t-e lan.ua.e o/ t-e -ost *ountry. 't takes ti , e /or)eo)le to learn usa.e and , eanin.

different, they find that, any time, they do not agree. Different theorists *on* their cultural influence *ess* of settling in and integrating into the new culture (Casas, 2002; Fernández, 2002; & Riar? Salido, 2002; & Ontazas? & Oyano, 2002) (Unner, 2002; & O'Neil, 2002). Therefore, it is important to identify the cultural differences between the two groups, and still represent them in the future. They are able to articulate the reaction of social networks that can turn out to be very important in the future need to have certain obstacles that arise in the cultural process and due to the loss of relationships. Therefore, it is important to represent in the following text, only:

Pues al principio, muy difícil porque lleve a un sitio que no conozco nada, que a pesar de que sea el mismo idioma, es diferente al que traes (i) no lo entendía nada, a pesar de que ya te dio, -a la, os es) azol todo, pero no, e entera=a (P.).

Well at first very difficult because you arrive without a place to stay and you don't know anything about the place, even though it's the same language, it is very different to the one you bring (...) no one understood anything, even though, as I said, we all speak Spanish, but I didn't get it (P. 1).

Therefore, social networks that can be an effective relationship are important (Fernández, 2002; & Ontazas y & Oyano, 2002; Casas, 2002). Moreover, they find that, sometimes alone due to cultural and social rootedness, language roles, and because of the emotional partner -as on the future. Therefore, the following text illustrates the role of social support in the interaction of immigrants in a vulnerable situation:

Si no hubiera sufrido todo eso, si hubiera tenido,Ns a)oyo, porque la niza est; cuidada por un familiar, entonces, e -a reu. iado, u -o en ;l, pero es que ;l, a. uantarle todo a eso tantos azos, tantos azos de esto, e -e sentido, uy, al y, Ns)or no tener familiar a: ur (i) 4o) ensa=a si solo -a=ra ;l, no tenía, Ns a nadie, a. uantar, e todo esto, tantos azos (.) que no tenía, i /a, ilia y tal, pero que tenía ;l, pero esto, que no tenía su a)oyo, e -e sentido sola (P.2).

If I had not suffered all of this, if I had only been able to have support, because the child, she is taken care of by her by a family member, therefore I sought much needed refuge in him, but it's that he, put up with him for so many years, so many years of this, I have felt very bad and more because I don't have any relatives here (...) I thought, if only there was him, I had no one else, put up with all of this, so many years (.) that I didn't have my family and such, but I had him, but this, that I didn't have his support, I have felt alone (P.2).

Por los días en que, e en*ontra=a, uy sola, e sentía de)ri, ida. #s que a +e*es uno ne*esita de al. uien y la persona *on: uien *o,)artes un) iso es diferente (.) y te sientes un) o*o *o, o: ue, e)or, e *allo antes de de*rselo y eso, e) asada a, R, {ni*a, ente a. arra=a el tel; /ono y lla, a=a a, i *asa allN a Per{ y -a=lar *on ellos ya, e sentía =ien. \$, eter, e los do, in. os en la tarde al internet, * -atear un) o*o *on ellos y, irarlos y ya: ueda=a *ontenta (P.A).

There were days when I felt very lonely, I was depressed. It's that sometimes we need someone and the person with whom you share a flat is different (.) and you feel a bit like perhaps it's best that I stay quiet before telling anyone that's what was happening to me, I'd only get the phone

and I'd call my house over in Peru and talk with them and I'd feel good. Or I'd get on the internet late on a Sunday evening, I'd chat with them a bit and look at them and then I'd feel good (P.3).

In the first phase, loneliness is an obstacle to handling an abusive relationship. The second one shows that a lack of the physical presence of the family makes the woman seek this arrangement as a way to use the internet to mitigate her loneliness. In such a situation, the need to keep the relationship alive is evident, as persons who are often in a state of being used by their partner.

The woman's situation is another interesting factor. It is closely related to barriers that block entrance to the world of work, especially because they are women and due to the difficulties they face as women, (Casas, 2002 & Ontazas & Oyano, 2006), as shown here:

*Al tener la niña ya :ue *o, o -ay un)o*o , Ns de tra=as)ara tra=aalar, ya no, ya sa=en :ue estNs e , =araGada y no te dan un tra=aalo (P.2).*

Because I have the little girl, it's as if it puts a few more obstacles to going out to work, no more, they know you're pregnant and they don't hire you (P.2).

These women study that to do to reduce or to get out of an abusive relationship also need to take into account the feminist barriers to their plan and the available resources they can count on. In general, a triangular situation marks the joint impact of the woman's need to end the violent relationship and this, in turn, is related to psychological factors.

The trajectory of reduction or getting out of an abusive relationship coincides with literature that deals with this issue, as a concept that is related to a situation or a set of experiences that, according to Cantero, marks a process and an impact in the history of the relationship. According to this author, this concept is characterized by an already existing process alone. It is a relief in the ability to get out of an abusive relationship (2004, p. 14).

This analysis helps us to identify psychological factors, such as the woman's refusal to report the behavior of the daughter in order not to hurt her, the existing feminist obstacles, the reduction of the use or of the activities in which she is completely involved that professionals need to look at.

A woman who seeks institutional support that ends up experiencing a secondary victimization turns out to be, unfortunately, more worried, especially when she relies on psychological help that is not available. In such a situation, the woman seeks services due to symptoms that are not directly related to the use of the relationship or the partner (anxiety, sleep) role, depression, headaches), but the treatment they receive is often unproductive. A comprehensive approach to these issues (Cantero, 2006). There is an effect, therefore:

*4o ya -e , e)asado :ue yo ten#a :ue ir al , ;di*o di*iendo :ue esta=a en/er , a ,)ero real , ente no esta=a en/er , a , sino :ue ten#a)ro=le , as *on | , i eF)are|a|. 4 no -e)odido tra=aalar. #nton*es ne*esita=a ir al , ;di*o de*ir *osas (P.)*

It's already happened to me that I went to the doctor saying I was sick, but I wasn't really sick, instead I had problems with my ex#. And I have not been able to work. At that time I needed to go to the to say things (P.1)

For this reason, the intervention of institutions training professionals to detect and intervene in these relationships use situations where the identification of the institutional support is not translated to a secondary

... +i*ti, iGation due to t-e)ra*ti*e of)res*ri=in. , edi*ines t-at -el) , iti.ate t-e i ,)a*t of t-e +iolen*e and a lo , anis -ealt-)ro=le , s. 'n ot-er lords, t-e use of tran :uiliGers to relie+e anFiety and de)ression are te ,)orary , easures =ut not t-e , ost e/le*ti+e , eans of inter+ention:

yo tenía de)resixn, tenía , u* -a ansiedad, anda=a *on)astillas (i) anda=a *on)astillas, no tenía nada (i) tu+e dos so=redosis de)astillas y no s; (i))ri , ero , e las da=a la, el, el , ;di*o de *a=e*era,)ero es :ue las de , uy)o:uitas dosis no , e -a*ñan nada, , e tenían :ue dar, o a +e*es *uando lle+a=a , u* -a ansiedad , e tenían :ue inye*tar)ara tran :uiliGar , e (P.2)

I was depressed, I had lots of anxiety, I was on pills (...) I was on pills, I didn't have anything (...) I had two overdoses of pills and I don't know (...) first she, the doctor would give them to me, but the small dosage ones didn't do anything for me, they had to give me, and sometimes when I had lots of anxiety they had to give me a tranquilizer shot (P.9)

Finally, 1e -a+e =een a=le to see t-at t-e)ro*ess "atin A, eri*an i , , i.rant lo , en 1-o -a+e sullered .ender +iolen*e in t-eir *lose relations-i) .o t-rou. - alter t-ey =reak t-e silen*e to seek -el). 't tends to =e a +ery lon.)ro*ess, /illed 1it- +arious atte ,)ts to seek di//erent institutional ser+i*es. T-ey /a*e .reat o=sta*les to .et out of an a=usi+e relations-i) as i , , i.rants. !e/ore endin. , 1e need to)ut an a**ent on as) e*ts t-at *an =e looked at, su* - as re)resentations of t-ese lo , en as)ersons 1-o are +oi*eless, inde*isi+e, and si ,)ly +i*ti, s of +iolen*e. T-ere/ore, 1e need to s-ed li. -t on t-e a.en*y and stren.t- of i , , i.rant lo , en 1-o /a*e , any =arriers t-at i ,)ede t-eir es*a)e /ro , an a=usi+e relations-i).

C* -45(/2* -

A**ordin. to t-e data analysis t-rou. - inter+ie1ees, t-ere are , any internal and eFternal /a*tors related to t-e de*ision to =reak o// and eFit t-e a=usi+e relations-i). T-e)ro*ess is len.t-y and *onte ,)lates , any atte ,)ts of seekin. -el) in di//erent so*ial ser+i*es. A , on. t-e "atin A, eri*an i , , i.rant lo , en t-at took)art in t-is resear*-, it(s)ossi=le to identi/y so , e *o , , on /a*tors t-at , oti+ate t-e lo , en to sear* - /or -el): an in*rease in t-e /re:uen*y of +iolen*e, and t-e)resen*e of sons_dau. -ters. Alt-ou. - t-e i , , i.rant lo , en are +ulnera=le due to t-e la*k of so*ial su))ort, t-e i , , i.rant *ondition, t-e need to /ind e ,)loy , ent, and t-e di//i*ulty of *o , =inin. 1ork 1it- /a , ily duties, t-ey -a+e a *a)a*ity to resist t-at -el)s t-e , /ind 1ays to es*a)e +iolen*e.

R&0&)-4&/

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L, D2, /+*), N*2)& F 2-@. , 52'@/ :& .&-)& &'), 4& , (B)@/25

+ ,) M ,)2, I-T42, DLU;25, N&'*1 & C5T(:2* SV* T%2, . * C , ; , /2



Pendant la *olonisation i*i +i+aient ense , =le des =lan*s, des indiens et des noirs et ses des*endants. &al.r; la di+ersit; , on n'entendait)as)arler d'une re*onnaissan*e des di//ren*es § l'ordre *olonial o=;issait H un *rit<re euro*entri:ue ^ la su)r; , atie du *olonisateur euro); en =lan* sur des nati+es indi.<nes, les es*la+es noirs et les , ;tisses, et andro*entri:ue ^ la su)r; , atie du , as*ulin sur les /e , , es ^ en . ;n;rant des o))ressions :ui se traduisaient en ra*is , e, dis*ri , ination seFuelle et so*iale.

"e , an:ue des)oliti:ues d'insertion so*iale et ;*ono , i:ue)our les a/ro-des*endants, dans la) ;ride)ost-a=olition de l'ies*la+a.e a a . .ra+; les ;nor , es asy , ;tries , :ui y restent de nos jours, et :ui , ar:uent en*ore)lus les /e , , es.

Selon les donn;es de la (e*-er*-e %ationale)ar #-antillon de Do , i*ile (Pes:uisa %a*ional)or A , ostra de Do , i*Rlio (P%AD) 200A de l'! 7# , les /e , , es re)r;sentent 62,Lb de la)oulation ;*ono , i:ue , ent a*ti+e (P#A) au !r;sil et les noirs (des deuF seFes), 6K,6b. "es /e , , es noires, de leur *et; , *orres)ondent H 6 , illions de)ersonnes (Mb du P#A), en d+oilant une dou=le dis*ri , ination de .enre et ra*e dans toutes les indi*ateurs: ;du*ation, , ar*-; de tra+ail, re+enu et)au+ret; , d;+elo))e , ent -u , ain, sur+ie et , ortalit; aussi :ue l'la**<s H :uel:ues =iens et ser+i*es.

Pour une , eilleure *o ,)r; -ension de *es in; .alit;s de .enre et de ra*e, il nous /aut *-er*-er les ant; * ; dents -istori:ues :ui re , ontent H l;)o:ue de la *olonisation, du tra/i* d'ies*la+es et de la dias)ora noire. "e)-;no , <ne , i.ratoire, +olontaire ou *ontraint, est aujourdi-ui un t-< , e de *onsid;ra=le i ,)ortan*e dans le *onteFte .lo=ale.

"a .lo=alisation, , > , e sielle siest a** ;l;r;e dans les deuF derni<res d;*ennies,)eut >tre indi:u;e de)uis le 80e si<*le. Dans sa)r;tention H l; -o , o. ;n;isation *ulturelle, elle)ro+o:ue des e//ets di//rentiateurs :ui)roduisent des /or , ations su=alternes et :ui ne su))ri , ent)as la di//ren*e, au , > , e te ,)s :uielle a//ir , e et r; *rie des identit;s. Ce)ro*<s asso*i; H l'la** ;l;r;ation du /luF , i.ratoire , <ne H des .randes in; .alit;s. (W\$ \$DWA (D, 200K.)

#ntre les 80'e et 8'8e si<*les ont ;t; i ,)ort;s de l'A/ri:ue en+iron 6 , illions d'ies*la+es a/ri*ains ori.inaires de)lusieurs *ultures et :ue i*i ont ;t; dis)ers; s)ar tout le territoire =r;silien.

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"e *olonisateur , aintenant sa re)rsentation euro*entri:ue et -i;rar*-is;e: le !r;sil serait)eu)l;)ar des ra*es in/;rieures: le noir, l'indien et ses des*endants.

"banalo .ie entre ra*e et seFe a eu un rele strat; .i:ue dans la t- ;orie s*ienti/i:ue des 8'8e et 88e si<*les, d'une telle /aDon :ue le s*ienti/i:ue a)u user de la di//;ren*e ra*iale)our eF)li:uer la di//;ren*e de .enre et +i*e+ersa.

Pour @all (200K) *e sont des)oints de +ue essentialistes :ui stru*urent l'identit; et la di//;ren*e en ter , es =inaires, :ui *ara*t;risent \l'Autre] *o , , e in/;rieur, soit)ar des -;rita.es *ulturels ou =iolo.i:ues, :uand les eF*lus et les in*lus sont d;ter , in;s)ar le .rou)e -; ; , oni:ue: l'o , , e =lan*. DiO+ila %eto (22E) a))elle *es di*-oto , ies de \la lo.i:ue de la do , ination].

Au !r;sil, :uand nous r;/l;*-issons sur la dias)ora noire, en sui+ant la traie*toire de la *olonisation et de l'es*la+a.e, on)eut les indi:uer *o , , e d;ter , inantes)our la /or , ation d'une so*i;t; , ulti*ulturelle et -y=ride.

'l'aut i*i eF)li:uer :uel:ues *on*ets dans le *adre t-;ori:ue)ro)os;. Stuart @all (200K) souli.ne l'i ,)ortan*e de di//;ren*ier , ulti*ulturelle de , ulti*ulturalis , e. 9ne so*i;t; , ulti*ulturelle est *elle of des di//;rentes *ultures sont inter*onne*t;es so*iale , ent , ais en)r;ser+ant des *ara*t;risti:ues d'une identit; \ori.inale]. Par *ontre, le , ulti*ulturalis , e serait la /or , e d'ad , inistrer les so*i;t;s , ulti*ulturelles et est *onne*t; auF de , andes de re*onnaissan*e. Ainsi le , ulti*ulturalis , e doit >tre *o ,)ris *o , , e un)olet)oliti:ue et ;)ist; , olo.i:ue)ar ra))ort H l'euro*entris , e, *o , , e le d;/init S-oat (200).

S , it- (200K), eF)li:ue :ue le ter , e -y=ridis , e ;tait ;)orati/ H son ori.ine, utilis;)our a//ir , er la su)r; , atie euro);enne)ar ra))ort auF autres ra*es et *ultures, en)er ;tuant ainsi l'eF*lusion des .rou)es , inoritaires. Dans le *adre t-;ori:ue)ost *oloniale, l'-y=ridis , e est *onsid;r; *o , , e une /aDon d'=-ranler le dis*ours des *ultures dites su);rieures, en traduisant l'a))ro)riation et la r; ;+aluation des *ultures , inoritaires, en a//ir , ant des nou+elles identit;s et la :u>te de la re*onnaissan*e. Cette)osition est rati/i;e)ar @all (200K), :uand l'auteur)ointe :ue l'-y=ridation a , ar:u; les .rou)es -; ; , oni:ues et les su=ordonn;s H la /ois.

Paul Wilroy (22A), un autre t-;ori*ien des ;tudes *ulturels, nous ra))elle :ue le ter , e dias)ora a ;t; i ,)ort; de la)ens;e lui+e)our le +o*a=ulaire des ;tudes noirs en /on*tion des *o , , unalit;s des t-< , es *on*ernant les deuF)eu)les, ou soit, dis)ersion, eFile et es*la+a.e, en souli.nant l'i ,)ortan*e du *on*et)ar ra))ort H l'a//ir , ation de l'identit; et -ni:ue et de la di//;ren*e.

S , it- (200K) soutient :ue la dias)ora est un senti , ent a , =i+alent, d'un *et; tenu au territoire d'ori.ine et de l'autre *et; H l'eFile. De *ette /aDon, les)rati:ues *ulturelles ne sont)as atta*-;es H un endroit, elles sont des)rati:ues d;territorialis;es, et *est juste , ent *ette , o=ilit; et /uidit; :ui sont i ,)ortantes auourd'hui,)ar*e :uilles de+iennent un a*te)oliti:ue of les nou+elles identit;s -y=rides se /or , ent en *-er*-ant la re*onnaissan*e.

S&T@, A. &i.ran*e, @y=ridit; ;t Ytudes "itt;raires Post*oloniales. 'n: "AVA (9S. %. (\$r..). Penser le Post*olonial. Paris: A , sterda , , 200K
W\$ \$DWA (D, 3.§ *Identidade e diferença: uma introdução teórica e conceitual.* 'n: S'"0A, T. (\$r..). 'dentidade e

D&+*)'&&/)&%, 6252', '2* - 2- A<*)&/ A2'%2- 0*)(1 '%&, ')&
'%& - , '2; & * ('4, /' 0*)(1 '%&, ')& .)* (+ &>+&)2& -4&

63 B&-2', C%, ;&/1



T-is)a)er)resents one o/ t-e , ain *ate.ories o/ t-e T-eatre o/ t-e \$))ressed - Foru , T-eatre - as an individual and *o , , unitarian e ,)o1er , ent tool used 1it- de)ortees (/ro , 9SA and Canada), inte. rated in t-e re-a=ilitation)ro.ra , o/ A(('SCA in St. &i*-aell's 'sland. T-is 1ork started in A(('SCA =ased on a net1ork 1it- T-eatre o/ t-e \$))ressed 7rou) o/ "is=on and So*ial 7o+ern , ental Ser+i*e o/ St. &i*-ael 'sland, /ollo1in. t-e *DiverCidade* Proje*t, /inan*ed =y #:ual #uro)ean Co , , unitarian Pro.ra , . T-e %ati+e \$ut*ast Colle*ti+e T-eatre 7rou) started in A)ril 200M, /or , ed =y siF de)ortees as s)e*t-a*tors and =y t1o)ro/essionals o/ A(('SCA as trainers.

Foru , T-eatre is a t-eatri*al .a , e in 1-i*- a)ro=le , is s-o1n in an unsol+ed /or , , to 1-i*- t-e audien*e, trans/or , ed in s)e*t-a*tors, is in+ited to su. .est and ena*t alternati+e solutions. 'ts o)erational tar.et is sti , ulatin. de=ate in t-e /or , o/ a*tion (not Just 1ords) s-o1in. alternati+es, ena=lin. t-e tar.et)u=li* to =e*o , e t-e)rota.onist o/ t-eir o1n li+es. T-e)lay)resents true li/e)ro=le , s o/ t-e tar.et)u=li* in 1-i*- t-e *y*le o/ o))ression and t-e e//orts to =reak it is s-o1n. T-e)ro*edure is .uided =y a *Joker*, 1-ose /un*tion is to ensure t-e runnin. o/ t-e .a , e.

Sin*e t-is 1ork)ra*ti*ed 1it- t-e %ati+e \$ut*ast 7rou) /ro , A(('SCA 1e *an s-o1 its e//i*ien*y =y usin. t-eatre to , ake sense o/ t-eir o1n li+es, =ut also de+elo)in.)ersonal and so*ial skills /or e ,)o1er , ent in e+eryday li/e)ro=le , sol+in.. Sel/ *ontrol, *reati+ity, *i+i* and so*ial)arti*)iation are results 1-i*- s-o1 t-e)ositi+e out*o , es o/ t-is , et-odolo.y.

T-e , ain .oals, rules and)rin*)iles o/ t-e Foru , T-eatre A))roa*- are)resented as 1ell as t-e a*ti+ities, eFer*ises and t-e a*-ie+e , ents de+elo)ed 1it-in %ati+e \$ut*ast 7rou).

"*)(1 T%&, '&)", 1&A*)9/

Foru , T-eatre is one o/ t-e , ain te*-ni:ues o/ t-e T-eatre o/ t-e \$))ressed *reated =y Au.usto !oal in t-e early 2L0s. 'tis a t-eatri*al a*t =ased on realisti*)arti*)iants eF)erien*e desi. ned to)resent a)o1er dyna , i* *ir*le =ased on a relation o/ do , ination and *o , , and t-at =lo*ks t-e)rota.onist (o))ressed)ro=le , -o1ner) /ro , eFer*isin. t-eir =asi* -u , an ri. -ts. T-e ar. u , ent -as a non endin. and al1ays /inis-es 1it- a situation o/ injusti*e, re/le*tin. t-e)rota.onist's resi. nation in /ront o/ -is o))ression.

A(('SCA (Asso*iaDPo (e.ional de (ea=ilitaDPo e 'nte. raDPo So*io*cultural dos ADores) - (e.ional Asso*iation o/ So*ial (e-a=ilitation and 'nte. ration o/ AGores (ua dos Ca)as, E2, y 2E00- K2 Ponta Del.ada, S. &i. uel, ADores P-one: (00AE) 22K 2M K EM FaF: (00AE) 22K 2MM 06M. 'nstitutional , ail *onta*t: =enita.arris*a.)dl j . , ail.*o ,

The intention of the play is to show the real life rotation of the community members (social and political dilemmas), and in addition, the role of the stakeholders are encouraged in an autonomous, democratic and coordinated way to meet the community's needs. The role of the community members is to provide solutions.

Finally, the separation between the actor (the one who acts) and the stakeholder (the one who observes but is not involved, invited to intervene in the theatrical situation), the Theater of the Oppressed is practiced by the stakeholders in order to have the opportunity to act and observe, and to be seen in self-education. The role of the dialogue is to foster critical thinking.

The process in addition, analyses and elaboration of the solutions is rooted in a process, the role of the community members is to encourage the role of the stakeholder to feel free to act.

Table 1: The Role of the Stakeholder:

The role of the stakeholder is an integrated system of experiences proposed to activate the actor's role, an experience, visual, sensory, cognitive, affective, and cognitive experiences.

Understanding that all our senses, our perception of reality, and our ability of feeling and reasoning, tend to be egoistic, everyday repetition, we tend to be egoistic, less creative, active. Reality as it is, instead of transform it. The role of the stakeholder is to us "to feel what we touch", "to listen to what we hear", "to see what we look at", "to stimulate all senses" and "to understand what we say and hear" (Boal, 2004).

"The Role of the Stakeholder" (Table 1)

The role of the stakeholder in the theater is designed

- to see and reflect about the situation (role, social dilemmas, and lived by the actors),
- to analyze the root causes of the situation (structure, culture, counter-structure, and action, and
- to enact the alternative solutions to change the situation (role of the stakeholders of social justice and citizenship).

"The Role of the Stakeholder" (Table 1)

The role of the stakeholder in the theater is designed (Table 1) is a non-verbal, experiential, and participatory in the community. The role of the stakeholder is to be a facilitator based on individual and community, to be a facilitator, to be a facilitator and to be a facilitator. The role of the stakeholder is to be a facilitator, to be a facilitator, and to be a facilitator.

risky behaviours in general, unity, to promote psychosocial rehabilitation of people under severe social exclusion and to promote technical and scientific professionals, promote, etc.

The (rehabilitation Program, 1-year -has been started 1st time use of the Theatre of the Oppressed is based on a network 1st Theatre of the Oppressed group of Lisbon and Social Work, Mental Services of St. Michael's Island, 1st. The DiverCidade Project, financed by # :ual #uro)ean Co., unitarian Program, The %ative \$ut*ast Colle*ti+e Foru, Theatre group started in April 200M, for, ed =y siF de)ortees as s)e*t-a*tors and =y t1o)rofessionals of A (('SCA as trainers.

N, '2; & O('4, /' C*55&4'2; & '*)(1 T%&, ') & G)* (+

Goals

To open up to improve the quality of relationships, communication and role, -sol+in. skills of participants To stimulate the reflection and critical analysis of their personal and social reality To encourage a democratic participation (citizenship) To open up to advance social and political directions related citizenship and deportation issues To promote the consciousness of the general Portuguese society to the social exclusion, discrimination (enfermedades) participants.

Target Public

Deported adults from, 9.S.A. and Canada to Portuguese (citizenship) participants per session &ale and /e, ale .rou) Portuguese nationality (Portuguese), living in St. Michael's Island. nte.rated in the rehabilitation program, services of A (('SCA Severe psychiatric disorders or not stabilized are excluded.

Methodological Aspects

Three -ours weekly session 1st -a =reak lun*- ti, e\$ \$ outdoor and 'ndoor)ra*ti*e and 1ork sessions\$ T1o , e, =eris *oa*- 1orkin. tea, \$ A*ti+e strate.ies 1st- se+eral .rou) eFer*ises =ased on the 7a, es of the Theatre of the Oppressed (Augusto Boal).

Main Activities

The main activities referred to 200M_2002 1st-in the %ative \$ut*ast group are .ra) -i*ally presented.



The representations are a statistic. They work as a result of the work and tend to influence the work to a certain extent. The Theatre Forum Play intends to stimulate discussion, education and empowerment of the participants in the African (education related literacy and oral, oral tradition, violence and additional elements that generally describe) as a non-verbal communication. The name of the group is 'Theatre Forum'. The plays are relevant, and so is the role of the community. The theoretical dimension. The sense of a community is a result of the ability to understand and express in Portuguese.

Cultural and recreational activities are an important, elementary tool to develop the cohesion and knowledge of local resources. So, the visits to cultural, social, religious, do not only library, exhibitions, music and theatrical events are developed.

The influence in/or, action session /or describes, mediated by the African and Canadian Consultants were also a product of the work created in the process.

Media in/or, action and dissemination are important work (by national and local radio and news but also in conferences or seminars) is also an important tool as a way to validate and dissemination of the work.

Contents and Frequency of the Theatre Forum Native Outcast Group Public Plays

Theatre Forum Native Outcast Group	

Sel/-*on/iden*e and sel/-*ontrol in a daily li/e eF)erien*es\$ Ci+i* and so*ial)roa*ti+e =e-a+iors in relation 1it- institutional ser+i*es\$ A*ti+e *ons*ious and res)e*t o/ so*ial, *ultural and natural resour*es o/ t-e AGorean *o , , unity\$ Cons*ious eF)ansion o/ lo*al and .lo=al so*ial and)oliti*al issues\$ 'ntrodu*ed kno1led.e o/ le.islati+e and so*ial e//e*ti+e *-an.es related to t-e de)ortees\$ situation and ri.-ts and started to *reate a /undraisin. to)arti*i)ate in lo*al a*ti+ities.

D2/4(/ /2* -||C*-45(/2* -

T-e %ati+e \$ut*ast 7rou) is .ro1in. stron.est and its *o-esion and i ,)ro+e ,ent)er/or ,an*e tend to rein/or*e t-e *oo)eration and *onne*tion 1it- all re.ion Foru , T-eatre 7rou)s. Furt-er , ore, t-e *onne*tion to a national T-eater o/ t-e \$))ressed net1ork (/or kno1led.e eF*-an.e o))ortunities) is also a)ro*ess in , otion 1-ere t-e de+elo) , ent o/ t-e)resentations in St. &i* -ael(s 'sland and to t-e AGorean and national re.ion. Foru , t-eatre is still in its in/an*y at A(('SCA in its /indin.s, rea*-in., eF)lorations and o)enin. u) ne1 1ays o/ 1alkin.. Alt-ou.- t-is, Foru , T-eatre is a real o)tion to a))ly and to s-o1 t-e , a.ni/i*en*e o/ t-is inter+ention in t-e re-a=ilitation)ro.ra , o/ de)ortees in AGorean re.ion. T-e i ,)ortan*e o/ t-e , et-odolo.i*al a))roa*- itself *on*rete real , oti+ations to kno1led.e and e//e*ti+e indi+idual and *o , , unitarian e ,)o1er , ent tool used 1it- t-e tar.et)u=li*.

R&0&)-4&

!oal, A. (2002). *Games for actors and non-actors*. Translated =y Adrian 5a*kson. 2nd #dition. "ondon ? %e1 4ork: (outled.e.

A /' (:3 *0 2- '&), 4'2* - / 6&'A&&- M, .%)&62, - , - : - , '2;&
%, 62', - '/ *0 S, - M,)4&552- * X S* ('% I', 53Y, 44*):2- . '* '%&
G)* (- :&: T%&*)3 M&'%* : *5* .3

63 C, '&)2-, A)42:2, 4* - *1 "*)'(-, P)*4&- '&/&1 & A. */'2- * C,)6* -&1



This paper describes the process and results of a 10-year action research study conducted in southern Italy regarding the modalities of interaction between an Arab community entered around a local mosque and the residents of the surrounding area. The research was conducted through an intercultural joint participatory method. The instruments used for data collection were the narrative interview and field notes elaborated and discussed by the researchers, together with various local social rotations (Arbidia'ono, Pro'entese ? Di %a)oli, 20 05 Arbidia'ono ? Pro'entese, 20 0a, 20 0=), Arbidia'ono, Pro'entese, Car=one ?Cerasuolo 20 0).

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=ot- re*ently. 9994 0 0898(a)-1(r)1(r)12(i)-3(+)-3(e)-1(d)10()-98(a)-1(n)-1(d)10()-98(s)-3(o)10()
0005*-oolin..

the analysis

1-i*- ai, s to *onstru*ta t-el310(r)1(e)-1(tyre 108 rea)-1(l)-3(,)-2(o)-1(d)-1(e)-1(l)-3()-11(=)-1(a)10
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y*-olo. i08soeAD081e0005es =e-i0rd t-e /a*s in+. -3(e)10(s)-3(ts)8(.)-1(a)-1(te)-1(d)-1(.)-22(W)2(e)-1()-22(a)-1
data no t-eories are \di0005*o+. -3(e)10(r)1(e)-1(d)-1(l)1(,)-44(=)-1(u)-1(t)-44(t)-1(a)-1(t)-44(t)-1
1e *oll. -3(e)10(*)-3(t.)-164('n)-1()-164(t)-1(i)810005 *ase, 1e t-ere/ore *onstru*ta d our t-eory t-rrou.- our
ts o/ +. -3(i)-3(i)er1104s(1)8 [e]Te 0and18 96 TD ()Tj /TT2 11.04 Tf T* [(d)3())3(081(4)-1(&)-1(:)1(()1())3(&)-1

redefinition and re+. -3(i)810005 son o/ 1-at o**urs durin. t-e *ourse o/ resear*-. T-e)ro*es

t1o)-ases 2), and it)ro.ress. -3(i)81+ely inte. rates t-e *on*e)tually.5(y)-3()-87(o)10(r

t-e *ate.ories identi/ied =y *odin. and t-e re/le*tions arisin. durin. t-e)ro*ess o/ t-eir ela=oration in a t-eory (Strauss ? Cor=in, 200M).

T-e /irst)-ase in t-e)ro*ess o/ analysis is t-at o/ *odin. t-at *onsists in *ate.oriGin.)ie*es o/ data 1it- a s-ort de/inition or)-rase t-at su , , ariges and identi/ies ea* -)ie*e o/ data.

'n t-e /irst le+el o/ *odin. (o)en *odin.) 1e identi/ied E0 *odes, 1-i*- 1ere t-en .rou)ed into E2 *odes. Su=se:uently 1e .at-ered t-ese *odes into t-e /ollo1in. A2 *ate.ories:

Arri+al (, i. ration route) and reason /or , i. ration	' , , i. rants as a resour*e in)ro*esses o/ e*ono , i*)rodu*tion
Di//eren*es in to t-e)eriod o/ i , , i. ration and len. t- o/ ti , e in t-e *ountry	' ,)ortan*e o/)reser+in. one's o1n *ulture
Ca , orra and *ri , e	' , , i. rants: edu*ation
q&ind your o1n =usiness and you 1ill li+e a -undred years.	Work-seasonal 1ork
Food as a *ultural , ediator	&os: ue
"i/e *onditions	%ort- and Sout- 'taly: di//eren*es
3no1led. e o/ t-e 'talian lan. ua. e	3ey)e)le in t-e territory
Prejudi*e	Politi*s
Desires, -o)es and disa)oint , ents	Prole*ts and)ro)osals
Di//eren*es =et1een t-e +arious Ara= *ountries	(e)resentation o/ i , , i. rants in t-e , edia
Di//i*ulties in returnin. -o , e	(e. lation o/ entry to 'taly
Do*u , ents	(elations-i) 1it- /a , ily , e , =ers at -o , e
Wo , en	Se*ond 7eneration
@etero. eneity o/ 'talian and Ara= =e-a+ior	Sense o/ inse*urity in 'taly
VA)erson 1-o -as studied and 1-o -as a /a , ily is a .ood)erson]	"o*al su))ort)ro+ided =y t-e Ara= *o , , unity
Peo)le /ro , #astern #uro)e	Oiolen*e and a . .ression a. ainst , i. rants

T-e neft ste) taken =y t-e 1ork .rou) 1as to inte. rate t-e *ate.ories identi/ied into /our , a*ro-/a , ilies: *Travel and initial impact with the country, Conditions of life, Contact and Stereotypes, Future*. T-e /irst *ode-/a , ily .rou)s to .et-er +arious eF)erien*es and t-e eF)erien*es o/ tra+el until arri+al in 'taly, 1-i*- is a ti , e usually distin.uis-ed =y an e , otional and o)ti , isti* +ie1, 1-i*- o/ten turns into disillusion , ent , /ollo1in. t-e early eF)erien*es in t-e *ountry. T-e se*ond *ode-/a , ily des*ri=es t-e i , , i. rants eF)erien*e 1it-in t-e *ountry at an indi+idual and *o , , unity le+el and in re/eren*e to t-e *onditions o/ li/e. @ere t-e +aria=les re. ard t-e i ,)ortan*e o/ -a+in.)ro)er do*u , ents, a residen*e)er , it and e ,)loy , ent *ontra*t, as 1ell as .ood -ousin. *onditions, 1-i*- , ainly re/ers to non-seasonal 1orkers. Anot-er issue o/ , alor i ,)ortan*e *on*erns t-e i , , i. rants , odalities o/ *o , , uni*ation and relations 1it- ot-er i , , i. rants, as 1ell as 1it- t-e natives o/ t-e -ost-*ountry.

t1o ty)es o/ *odin. are arti/i*ial and /or eF)lanatory)ur)oses only, to indi*ate to readers t-at t-ou. - 1e =reak data a)art, and identi/y *on*e)ts to stand /or t-e data, 1e also -a+e)ut it =a*k to .et-er a. ain =y relatin. t-ose *on*e)ts]

'nte. ration is t-e)ro*ess o/ linkin. *ate.ories and re/inin. and tri , , in. t-e resultin. t-eoretial *onstru*tion. Strauss and Cor=in, 22M)

There are notable differences in immigrants' relationships with native Italians of the host country, depending on their origin from various African, Asian and Eastern European countries, as well as the attitudes of Italians towards immigrants in general, and towards specific ethnic or national groups. Another factor is the presence of prejudices and stereotypes among immigrants regarding various other ethnicities and nationalities. In general, among all the groups mentioned there appears to be the belief that the immigrant is a good person who works and pays taxes. The representation of the marginalized and delinquent immigrant often presented by the media does not see to be reflected in the words of the interviewees, whether they are Italian or foreign.

Finally, the analysis of the last category, namely desires and wishes for possible future scenarios in relation to the second-generation immigrants and to various roles and roles for immigrants, in relationships between natives and immigrants and their living conditions.

In the last level of analysis (selected) to Core Categories emerged. These are the key categories that best reflected and explained the concepts at the basis of the interactions within the local context, defined and the local underlying fundamental separation between the various ethnic groups. The first of these categories: *"Mind your own business and you will live a hundred years"* (in this code) explains the immigrants' interaction in the separate from other. This demonstrates that separation is not just a strategy of the immigrants, but of the natives themselves and the reciprocal social context. The second of these categories: *Local support provided by the Arabian community* shows that in a relationship the minority, unity of origin - as an important function of support. The following network illustrates relationships between the categories and concepts) respectively described, and it led to the discovery of these two Core Categories. The core categories identified upon a debate on the theme of acculturation, tend to confirm, the theories of the scholars who have analyzed the reciprocal processes involved in relationships between immigrants and host communities, often recognizing the unidirectional interaction of the latter (Dinelli et al., 2000).

D@; &5*++& 1 &-' 0& 1 1 &/ 1 2.), '2* -F 5&/ &-J& (> :& 5,
1 * - :2, 52/ , '2* - &' 5, H(I'& :&)&4* - - , 2/ / , -4& / *42, 5&

+,) M,)2, I -T42, DZU; 25, S21 * -& P&)&/2 & G, 6)2&5 #,) :21³



9ne re*-er*-e en *ours ins;r;e au *-a ,) des Ytudes Culturelles et Post*oloniales re)r;sente une *ontri=ution sur la)arti*i)ation des /e , , es , i.rantes et)au+res dans le d;+elo))e , ent soutena=le, en essayant H *o ,) rendre ses identit;s H tra+ers la dias)ora, dans ses *onditions de *culture hybride et fluide* (@all, 200L).

"es d;=ats sur le)ol; , i:ue rele des /e , , es dans le)ro*essus de la , ondialisation et du d;+elo))e , ent sont toujours n; *essaires, dus H la , aintenan*e des stru*tures du tra+ail lin+isi=le, ou de , ;na.e, :ui n'est)as ins;r; dans les *-aines de)rodu*tion (DQO+ila %eto, %aGaret- 200E). Ce :ui est d;H *orro=or; dans la di+ision so*iale et seFuelle du tra+ail est la trans/or , ation de la sensi=ilisation de la /e , , e et des +aleurs so*iales)roduits auF derni<res d;*ennies du si<*le 88. (endre des ser+i*es de *ara*tre in/or , el est une alternati+e)our les /e , , es)au+res dans les)ays en d;+elo))e , ent *o , , e le !r;sil: la)lu)art des /e , , es :ui , i. rent)our des r; .ions)lus ri*-es *-er*-e des , eilleurs *onditions de +ie ou des e ,)lois te ,)oraires. (&a*Do1ell, 200M)

"a lutte)our la re*onnaissan*e so*iale est /onda , entale)our la *o ,)r; -ension de *ette .ra , , aire , orale des in; .alit;s. Des auteurs *o , , e @onnet- (200A) et Fraser (200E) a))ortent un i ,)ortant a))ui t-;ori:ue en eFa , inant *es :uestions, en)assant)ar des di//;rentes di , ensions, *o , , e et-ni:ues ou de .enre,)ar eFe ,)le. Ainsi, *e sont identi/i;es)as seule , ent des de , andes)ri , aires de re*onnaissan*e *o , , e lia , our, lia , iti; , ou des droits *i+iles _ -u , ains, de solidarit; , en/in, des de , andes de re*onnaissan*e des identit;s :ui ont un *et; *ulturel ^ dans un sens)lus lar.e ^ des)o)ulations et en , > , e te ,)s des de , andes ;*ono , i:ues)ar ra))ort H lias)e*t de la redistri=ution et :ui nous , <nent auF :uestions du)ou+oir, *o , , e o=ser+;s)ar %an*y Fraser (200) , en se r; ;rant H la :uestion du .enre: *Z Bref, le genre constitue un groupe mixte. Il comprend un aspect économique qui le situe dans le registre de la redistribution mais il comprend également un volet culturel qui le situe simultanément dans le registre de la reconnaissance* « (Fraser, 2001).

"es anta.onis , es du)ou+oir)eu+ent >tre o=ser+;s au-delH de l'Ytat, *o , , e dans des relations et des institutions de la so*i;t; *i+ile: dans les asso*i)ations +olontaires, H l;du*ation, dans la /a , ille, la +ie reli .ieuse, dans les or .anisations *ulturelles et les relations)ri+;es, dans les identit;s de .enre, seFe, et-nie, et*. (@all, 200L). "es o)ri , ;s, do , in; s ou d;/a+oris;s ne sont)as des =lo*s -o , o.<nes, 'l /aut *onsid;rer dans la re*-er*-e)arti*i)ati+e la *o ,)leFit; so*io*ulturelle des o))ressions. Donner la +oiF auF o)ri , ;s ne , et)as en

Pro/-. Titulaire de l'nstitut de Psy*-olo .ie de l'9ni+ersit; F; d;rale de (io de 5aneiro_9F(5_#*C\$S. inada+ila j uol.*o , .=r
 2 Pro/a. Pro/a. Adjointe de l'nstitut de Psy*-olo .ie de l'9ni+ersit; F; derale de (io de 5aneiro_9F(5_#*C\$S. ou+in-a)eres j uol.*o , .=r
 A Candidat au Do*torat en Psy*-oso*iol .ie des Co , , unaut;s et Y*olo .ie So*iale_#*C\$S_P_9F(5. .a=rielsen+ardi , j ya-oo.*o , .=r

;iden*e tous les ty)es d'io))ression, *o , , e)ar eFe ,)le, de .enre_seFe dans ses droits et identit;s dia))artenan*e. 'l y a)lusieurs autres /ronts de *o , =ats et d'ianta .onis , es :ui *ara*t;risent le)ou+oir dis)ers; (DQO+ila %eto, 2006). Ce)ou+oir dis)erse est o=ser+; dans les di ,ensions d'ine *ulture -y=ride, /uide et ¶/ra. , ent;e¶,)lusieurs /ois)as lo.o*entri:ue :ui s'ieF)ri , e en tant :ue ¶.rou)e *ulturelle , ent , inoritaire¶)ar son *or)s, ses arts de tisser, =roder, *uisiner,)rendre soin, sa , usi:ue et sa danse (!raidotti, 2000\$ @all, 200L,DQO+ila %eto, 200E). "es /e , , es =r;siliennes des *ou*-es)lus /a+oris;es, a+e*)r;do , inan*e de *ouleur de)eau *laire, sont r;ussis H sur)asser *et ;ta.e de *or)s *o , , e seul *a)ital *ulturel et ont a**;d; H la *ulture lo.o*entri:ue, en do , inant la le*ture et ¶; *riture.

Pour in+esti.uer ¶uni+ers de *es /e , , es , i.rantes, *o , , e)ar eFe ,)le les /e , , es du %ord-est, :ui , i.rent des r; .ions)au+res du %ord-est du)ays +ers des r; .ions)lus /a+oris;es ;*ono , i:ue , ent, *o , , e *elles des .randes +illes ^ (io de 5aneiro et SPo Paulo (toutes les deuF dans la r; .ion Sud-est) on est en train de r;aliser une re*-er*-e a+e* des te*-ni:ues de +id;o et +id;o/eed=a*k, une /ois :ue tr<s)eu de *es /e , , es ont eu a**<s H la *ulture ; *rite et al) -a=;tis;e. Plusieurs entre elles n'arri+ent :u¶H dessiner leurs no , s. #n)lus, les te*-ni:ues de re.istre +isuel nous)er , ettent d'utiliser *e :u¶on a)elle de +id;o/eed=a*k, ou soit, une r;/leFion des)ro)res inter+ie1;es au tour des t-; , ati:ues *-oisies en *ara*t;risant une re*-er*-e)arti+i)ati+e a+e* ¶aide du +id;o (DQO+ila %eto, 200L).

Dans notre tra+ail, A .rou)es, de di//;rentes tran*-es d'id.e et .;n;rations, de A r; .ions de (io de 5aneiro: Vone \$uest, Vone Sud et !nlieue ont ;t; o=ser+;s. Ce :ui nous a int;ress; a ;t; de re*-er*-er la traie*toire de *es /e , , es, leurs eF)e*tati+es, r>+es et =uts dans *e)ar*ours , i.ratoire. \$n +;ri/ie :u¶elles a))ortent un ense , =le *ulturel, , at;rialis;)ar ses di//;rentes)rati:ues :uotidiennes et -a=itudes, en/in, toute une /or , e de +oir le , onde, re*on/i.ur;e dans un nou+eau territoire *ulturel. Cette reterritorialisation, , al.r; ;tant du , > , e)ays, a sa)ro)re di+ersit;, en nous .uidant +ers un -y=ridis , e *ulturel, en , > , e te ,)s :u¶en d;+oilant ¶in; .alit; so*iale.

!ien :u¶elles soient en)leine =ataille)our la re*onnaissan*e so*iale et)our des , eilleures o))ortunit;s et *onditions ;*ono , i:ues, aujourdi-ui H (io de 5aneiro elles o**u)ent des tra+auF te ,)oraires ou de , ;na.e, *o , , e des /e , , es de , ;na.e ou des =onnes d'en/ants,)ar eFe ,)le. 'l /aut trou+er une nou+elle .ra , , aire du te ,)s, une nou+elle *ulture)oliti:ue :ui)uisse assurer *e nou+eau , onde)ost*oloniale a/in d'assurer auF /e , , es d;/a+oris;es *e :ui !oa+entura Santos (200K) indi:ue *o , , e Z ¶; *olo.ie de la re*onnaissan*e [. 'l /aut ;ta=lir une .ra , , aire , orale des *on/lits so*iauF (@onnet-,200A\$ Fraser, 200E) si nous)r;tendons des)oliti:ues so*iales)lus e//i*a*es dans une)ers)e*ti+e dite *globalisée* du d;+elo))e , ent, :ui doit >tre sensi=le, a+ant tout, auF di//;ren*es, sans -; .; , onies :ui)r>*ent une /ausse re*onnaissan*e. (Santos, 200K\$ @onnet-,200K).

Ce tra+ail int<.re une +aste re*-er*-e sur les Fe , , es &i.rantes !r;siliennes sous la)ers)e*ti+e de re*onnaissan*e so*iale, dans le)ro*s de .lo=alisation *onte ,)rain, d;+elo))e;)ar le "a=oratoire des ' , a.es et donn;es du Pro.ra , , e #'C\$S ^ Ytudes 'nterdis*i)linaires de Co , , unaut;s et #'olo.ie So*iale de ¶9F(5 -, 'nstitut de Psy*-olo.ie, 9ni+ersit; F;d;rale de (io de 5aneiro 9F(5).

B2652* .), +%2&

! (A'D\$TT', (. Suleitos %e , ades. !uenos Aires: Paidxs, 2000.

!9T"# (, 5. § SP'0A3, 7.C. "#tat 7lo=al. Paris: Payot, 200L.

D:00'"A %T\$, &. '. Parti*)ation A , =i. u€. Courier de la Plan<te, n. L6,). 6 -66, 2006.

rrrrrr\$ %AVA (#T@, 5. 7lo=aliGation and Wo , enis # ,)loy , ent. Pea*e (e+ie1: a Journal o/ So*ial 5usti*e, +, L , n.2-A,). 2 E-220, 200E.

rrrrrr\$!APT'STA, Cristiana &oniG de Ara.Po. Pnt-os e o suleito /e , inino: *onsideraD•es so=re o)ro*esso de *onstruDpo narrati+a identitNria de , ul-eres de .ru)os *ultural , ente , inoritNrios. Pes:uisas e PrNti*as Psi*osso*iais, +. 2,). 2- 0, 200L.

F(AS#(, %. Da redistribuiDpo ao re*on-e*i , entoC Dile , as da JustiDa na era)xs-so*ialista. 'n: S\$9VA, 5ess; (\$r..) De , o*ra*ia @ole: no+os desalios)ara a teoria de , o*rNti*a *onte ,)ordnea. !rasilia: #d. 9n!, 200 .

rrrrrr. I u-est-*e :ue la 5usti*e So*ialeC Paris: "a De*ou+erte, 200E.

F(#' (#, P. Peda.o.ia do o)ri , ido. (io de 5aneiro: PaG e Terra, 2LL.

@A" , S. 'dentit;s et Cultures-Politi :ues des Cultural Studies. Paris: A , sterda , , 200L.

@\$%%#T@, A. "uta)or re*on-e*i , ento: a .ra , Nti*a , oral dos *on/litos so*iais. SPo Paulo: #d. A6, 200A.

rrrrrr. "a So*i;t; du & ;)ris :+ers une nouvelle t- ;orie *riti :ue. Paris: "a D; *ou+erte, 200K

"AVA (9S, %. (\$r..) Penser le Post-Colonial: une 'ntrodu*tion Criti :ue. Paris: A , sterda , , 200K.

&ACD\$W#" , ". T-inkin. t-rou.- 1ork: *o ,)leF ine:ualities, *onstru*tions o/ di//eren*e and trans-national , i.rants, Pro.ress in @u , an 7eo.ra/y, Sa.e Pu=li*ations, +. A2, n. 6, 200M.

SA%T\$\$, !. 7lo=aliGations, T-eory, Culture ? So*iety, Sa.e Pu=li*ations, +. 2A, n. 2-A, 200K.

rrrrrr. A .ra , Nti*a do te ,)o:)ara u , a no+a *ultura)oliti*a. SPo Paulo: #d. CorteG, 200K.

(lo.e, ent, e,)loi, sant;; du*ation)our leurs en/ants) tout en ;tant des a*tri*es so*iales du d;+elo))e, ent)ar la solidarit; et la , ise en *o, , un de leurs sa+oirs /aire : artisanes, elles destinent une)artie des ressour*es /inan*icres de leurs)roduits, sou+ent , is en +aleur au sein de *oo);rati+es (eF: *o, , er*e ; :uita=le), auF Gones .;o.ra)-i:ues dont elles sont ori.inaires, a*tri*es so*iales don* du d;+elo))e, ent, i*i et IH=as.

%otre o=le*ti/ est de retra*er de , anicre synt-;ti:ue,)our le +ersant /ranDais, la traie*toire indi+iduelle et *o, , unautaire de /e, , es a/ri*aines i, , i.r;es dans le %ord de la Fran*e.

Sous lli,)ulsion d'une leader *o, , unautaire, elles sont)ar+enues, d'une situation d'isole, ent et de sant; , entale /ra.ilis;e)ar un /ort senti, ent d'inutilit; so*iale, H la *onstru*tion d'un r;seau in/or, el)uis d'une asso*iation, en*ore /ra.ile , ais re*onnu)ar les *olle*ti+it;s territoriales, leur)er, ettant de d;+elo))er des a*ti+it;s, li;es au *o, , er*e solidaire, .;n;ratri*es de re+enus et,)ar IH,)r; , i*es d'une auto, isation (*empowerment*).

U- &- ., .&1&-'+&)/*- -&5 :&;&- ((- +)*J&' 4*55&4'20

"a r;alisation *olle*ti+e dont il est :uestion i*i s'enra*ine dans l'en.a.e, ent et la +olont; d'une)ersonne : Jeanne. Dans les ann;es L0, a))ara't un .rand =esoins de /or, ations)our les /e, , es issues de lli, , i.ration. Co, , e =eau*ou) d'itudiantes, Jeanne s'est en.a.;e au)r<s d'asso*iations a.r;es. "a loi sur la /or, ation *ontinue des adultes a *r; ; llo))ortunit; de , ettre en)la*e des /or, ations dlal)-a=;tisation et de /ranDais, lan.ues ;tran.<res au)rofit de /e, , es , i.rantes +enues alors)our la)lu)art re)oinde leur , ari dans le *adre du re.rou)e, ent /a, ilial. Dans les ann;es M0, elle)arti*)e H de no, =reuses /or, ations)our des /e, , es.

"a)ro=li; , ati:ue de la sant; , entale est, tr<s ra)ide, ent,)erDue *o, , e)r;o**u)ante H Jeanne. "isole, ent +oire l'en/er, e, ent et le senti, ent d'etre inutiles a+aient un e//et d;)ressi/ sur *es /e, , es :ui a+aient toujours tra+aill;. #lle *o,)rend tr<s +ite :u'il /allait aller =eau*ou))lus loin :ue lla))rentissa.e de la le*ture et de l; *riture. Sa +olont; ;tait de *o, =attrer *e senti, ent d'inutilit; et dit-elle Z de nous +aloriser , utuelle, ent [. #lle s'la))uie sur le r;seau d'entraide et de d'*-an.es r;*)ro:ues :ue les /e, , es re*onstituent s)ontan; , ent *o, , e dans le)ays d'ori.ine.

9n)ro=<, e ; , er.e tr<s +ite, *elui de llo))osition des , ari (*rainte :ue leurs ;)ouses d;laissent les a*ti+it;s do, esti:ues,)ro=<, e de leur)r;sen*e dans un es)a*e)u=li:ue, re, ise en *ause des reles seFu;s traditionnels et* i). &ais la)rin*)ale di//i*ult; ;tait la relation a+e* les or.anis, es de /or, ation :ui n'la+aient au*un int;r>t H aller au delH d'un *ontenu) ; da.o.i:ue *lassi:ue dans des sta.es :ue les /or, ;s re)roduisaient) ;riodi:ue, ent)our assurer :uel:ues re+enus aussi =ien)our euF :ue)our les /or, ateurs. Pour ro,)re *e *y*le de d;)endan*e , utuelle, il /allait d; , ontrer l'int;r>t d'introduire une a*ti+it; ; *ono, i:ue dans la /or, ation A)artir de 220, Jeanne *-an.e de strat; .ie : elle s'i,)li:ue dans la +ie de la *o, , une et dit et r;)<te au &aire et H ses *onseillers :ue les /e, , es re)r;sentent un tauF ;le+; de)arti*)iation dans les /or, ations , ais :u'elles re)r;sentent aussi un tauF ;le+; de *-e, a.e. "a /or, ation doit d;=ou*-er sur des a*ti+it;s. Z 'l /allait /aire /ront [, dit-elle Z se =attrer)our i,)oser un autre /on*itionne, ent of *e sont les /e, , es elles , >, e :ui)roduisent leur +ie et leur auto/or, ation [. Z Je suis *o)ilote, elles sont H la =arre [. 'l a /allu /aire ; , er.er toute

leur auto=io.ra) -ie et :uilles , esurent H *-a:ue ;ta)e leur ;+olution et leurs =esoins. Ainsi, toute lla*tion est de+enue un)rojet *o , , un H tout un .rou)e, re*onnu)ar les institutions, un)rojet)ort;)ar le .rou)e d; *-ar . ; des , ;diateurs asso*iati/s.

5eanne en+isa.e alors une stru*ture :ui)er, ette une a*ti+it; r; , un;ratri*e re*onnue et da+anta.e +aloris;e. #lle tente un)re , ier test)ar la *r;ation d'une , ani/estation *ulturelle, le te ,)s d'un 1eek-end : un , ar*- ; a+e* des ;*-o))es H lla/ri*aine. D<s *e , o , ent, le *o , , er*e ; :uita=le est a))aru *o , , e une solution, il)er, ettait de /ournir une r; , un;ration di.ne dans les)ays d'ori.ine et)er, ettait auF /e , , es i , , i.r;es, i*i, de sortir de llisole , ent et de /aire /a*e ainsi H leur)ro=<, e de sant; , entale. 9n as)e*t essentiel de *ette strat; .ie ;tait, en de-ors de la r; , un;ration, de .a.ner en +isi=ilit; et re*onnaissan*e. 9n)rojet de , ar*- ; artisanal, intitul; , ar*- ; international lo*al (du /ait de la di+ersit; d'ori.ine) a +u le Jour en 22K. 'l a)u =;n;/i*tier)endant)lusieurs ann;es de lla**o ,)a.ne , ent de di+ers or.anis , es de /or , ation et de dis)ositi/s /inan*iers euro) ;ens. #n 200 , 5eanne est ;lue auF ;le*tions , uni*i)ales, *-ar . ;e du d;+elo))e , ent dura=le de la +ille.

#lle tra+aille alors a+e* une diGaine d'asso*iations :ui sont en de , ande de la *r;ation d'une)late-/or , e. Des ;*-an.es *o , , er*iauF eFistaient d;H, H llinitiati+e de /e , , es a/ri*aines, , ais :ui n;taient re*onnus de)ersonnes. #n 200 , le)rojet de+ient un)rojet , uni*i)al)our une , eilleure +isi=ilit; et une i ,)lantation s; *uris;e. "es)roduits +endus sont /a=ri:u;s)ar elles (=ilouF, *outure, restauration), *ertains sont a*-et;s en A/ri:ue. A)r<s une) ;ride transitoire d'//i*ile (kios:ues , o=iles install; s H lleFt;rieur d'un *entre *o , , er*ial), il +oit le Jour en 2002. C'est un eFe ,)le uni:ue de *o , , er*e ; :uita=le , is en hu+re et .;r;)ar des /e , , es ori.inaire des)ays.

P&)/+&4'2;&/

Au sein de *e .rou)e, et a+e* les)arti*i)antes, nos o=le*tis a*tuels sont de rendre *o ,)te au)r<s des)artenaires institutionnels et de la *o , , unaut; s*ienti/i:ue, de *ette re*-er*-e)arti*i)ati+e en tant :ue)ro*essus (+isant le d;+elo))e , ent lo*al, la)ro , otion et la solidi/i*ation institutionnelle de leur .rou)e) et en tant :ue)roduit ;+oluti/ (re)r;sentations des reles de seFe et dyna , i:ues identitaires de .enre, esti , e de soi, senti , ent d'le//i*a*it;)ersonnelle et .rou)ale, re)r;sentations du tra+ail, re)r;sentations des relations de)ou+oir /or , el et in/or , el, re)r;sentations des leuF et enjeuF)oliti:ues en+ironnant leur .rou)e).

"es *-an.e , ents tra+aill;s a*tuelle , ent tou*-ent)lusieurs ni+eauF : les ni+eauF indi+iduels (en ter , es de ressour*es et d'la*tion, a , ;lioration de la :ualit; de +ie)our la)ersonne et ses)ro*-es, dont les en/ants, les /illes en)arti*ulier), les ni+eauF institutionnels et les ni+eauF stru*turels de .enre et de Z ra*e [.

"2. %'2- . 2- &H(, 52'3 , - : +)* 1 *'2- . / *42, 5 2- ' & .) , '2* -F
12.) , - ' A* 1 &- , 4'*) / *0 / *42, 5 : & ; &5* + 1 &- '

63 A - -249 D() , - : -D&5;2. - &1 S35;2& : & C% , 4 (/ 1 M ,)2& A. 6& / / 21
S , 62- & : & B* / / 4%&) 1 & C ,) *52- & D& / * 16)&1.

A)arti*)atory resear*-)ro.ra , is jointly i ,)le , ented 1it- , i.rant 1o , en /ro , Su=-Sa-aran A/ri*a in Fran*e and 1it- 1o , en 1-o , i.rated /ro ,)oor rural areas to =i. *ities in !raGil. "i+in. in di//erent so*io-e*ono , i* and *ultural *onteFts , 1-at t-ey -a+e in *o , , on is to address, not only tan.i=le and sy , =oli* anta.onis , t-at *-ara*teriGe seF so*ial relation underlyin. t-e e*ono , ies o/ t-e so*ieties , =ut also and , ore s)e*i/i*ally as , i.rants, di//i*ult a**ess to resour*es (ousin. , e ,)loy , ent , -ealt- , edu*ation /or t-eir *-ildren) as so*ial de+elo) , ent)layers t-rou.- solidarity and *o , =ination o/ t-eir skills : -andi*ra/t 1o , en , t-ey de+ote)art o/ t-eir /inan*ial resour*es deri+ed /ro , t-eir)rodu*ts , o/ten +alued 1it-in *oo)erati+es (/or eFa ,)le /air trade) to .eo.ra)-i* areas t-ey -ail /ro , , -en*e =e*o , in. ad+o*ates o/ de+elo) , ent -ere and o+er t-ere. We su , , ariGe -ere, t-e indi+idual and *o , , unity -istory o/ , i.rant A/ri*an 1o , en in t-e %ort- o/ Fran*e. \$ur ai , is to .i+e an a**ount o/ t-e)arti*)atory resear*- as a)ro*ess (tar.etin. lo*al de+elo) , ent ,)ro , otion and institutional stren.t-enin. o/ t-eir .rou)) and as a)rodu*tt in)ro.ress (re)resentation o/ seF roles and .ender dyna , i* identities, sel/-estee , , /eelin. o/ indi+idual and .rou) e//i*a*y, re)resentation o/ 1ork, re)resentation o/ /or , al and in/or , al)o1er relations and re)resentation o/ t-e)oliti*al .a , es and stakes surroundin. t-eir .rou)) , indi*ation o/ e ,)o1er , ent.

S*42, 5 D& ; &5* + 1 &- ' , - :)&4* . -2'2* - 2- '%& 4* - ' &>' / *0 12.) , '2* -F '%& /% ,)& *0 A* 1 &-

Wo , en in*reasin.ly , i.rate inde)endently in sear*- o/ 1ork or so*ial and e*ono , i* de+elo) , ents. T-e , i.ration eF)erien*es and strate.ies o/ 1o , en are =e*o , in. , ore di+erse. T-is *ould result in a .ain in +isi=ility, re*o.nition, sel/-relian*e and in =etter u)datin. o/ t-eir)arti*)ation in de+elo) , ent -ere in t-e -ost *ountry, and t-ere, in t-e *ountry o/ ori.in. @o1e+er, t-eir roles in so*ial and e*ono , i* de+elo) , ent are still insu//i*iently re*o.niGed in so , e -ost *ountries. 'n t-e *onte ,)orary *onteFt o/ .lo=aligGation , , arked =y)er , anent , i.ration, t-e)role*t o/ so*ial sustaina=ility o/ de+elo) , ent, t-e)ro)osal to)ro , ote a state o/ -ar , ony =et1een -u , an =ein.s (t-e !rundtland (e)ort, 2ML) , /a*es t-e issues o/)o+erty , +ulnera=ility and so*ial ine:uality. 'n t-e so*ial .ra , , ar o/ ine:ualities (@onnet- , 22K)) , and in *onne*tion 1it- intra- and international , i.ration /lo1s, t-e /e , iniGation o/ la=or and t-e /e , iniGation o/)o+erty (%aGaret- , 200A) *onstitute one o/ *onte ,)orary issues on so*ial Justi*e. &i.rant 1o , en eF)erien*e t-e dou=le situation o/ e*ono , i* injusti*e and *ultural injusti*e to 1-i*- , a**ordin. to Fraser (200E, 22L) Fraser and @onnet- (200A) , t1o ty)es o/ solutions *ould res)ond: redistribu)ion and re*o.nition. As /ar as 1e are *on*erned, it is t-is se*ond di , ension o/ so*ial Justi*e t-at 1e -a+e *-osen as a

9ni+ersit; de "ille A- &#S@S "ille %ord de Fran*e

of our research - in ten theoretical and empirical studies - previously examined the issue of re-orientation of the articulation of, migrant and poor low, in socially sustainable development, etc.

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The general objectives

An articulatory research - in the role of gender relations, work and transition of the "ille & S@S, is jointly implemented, migrant low, in /ro, su-Sa-aran A/ri-a li-in. in France and, on. low, in -o, in rural areas to, e. activities in !raGil. "i-in. in different socio-economic and cultural =a*k. rounds, they, ust /a*e in *o, , on not only the, aterial and sy, =oli* anta. onis, t-at *-ara*teriGe. gender relations under)innin. the e*ono, y of society, =ut also, , ore s)e*/i/i*ally as, i. rants, t-ey /a*e t-e la*k of a**ess to resources (-ousin., e,)loy, ent, -ealt-, edu*ation /or t-eir *-ildren) 1-ile =ein. social de+elo), ent stake-olders t-rou. - solidarity and t-e)uttin. to et-er of t-eir te*-ni*al kno1--o1: as artisans, t-ey de+ote a)ortion of t-e /inan*ial resources of t-eir)rodu*ts, o/ten -i. -li. -ted in *oo)erati+es (e... /air trade), to t-e .eo.ra)-i*al areas /ro, 1-i*- t-ey ori. inate, t-ey are t-ere/ore social stake-olders of de+elo), ent, -ere and t-ere.

This articulatory research - is implemented as a)ro*ess (for local de+elo), ent,)ro, otion and institutional solidi/i*ation of t-eir .rou), individual and *o, , unity e,)o1er, ent) and as an e+oluntary)rodu*t, re)resentational of work, self and)o1er social ra))orts at work and outside work.

Specific objectives

More /or, ally, the .oals t-at are s)e*/i/i* to t-e *olla=oration of t-e t1o tea, s, !raGilian and Fren*- , here as /ollo1s:

1) Study the dynamic of re)resentations of la=or, .endered identity and the daily life ()ri+ate and)u=li*) of un)ri+ile.ed, i. rant low, en.

2) Identify the local)otential at the level of asso*iations, leaders-i), *oo)erati+es, 1-i*- , ay)arti*i)ate in t-e re*o.nition and e,)o1er, ent of t-ose low, en

A) Pro, ote local de+elo), ent a*ti+ities and *ontri=ute to t-e sustaina=ility of a* -ie+e, ents\$

6) Pro, ote a*ti+ions /or u). radin. low, en's skills as *ultural ele, ents to)rese+e and _ or to rene1, in t-e /or, of t-e *onstru*tion of a data=ase and i, a. es =oF\$

E) Desi.n and/or en-an*e research- net1orks /ro, data stored in t-e =ase, *onsultations of 1-i*- *an =e, ade online at t-e site of t-e 9%#SC\$ C-air on Sustaina=le De+elo), ent of 9F(5, #'C\$\$)ro.ra, . -tt):_111.ei*os.)sy*-o.u/r].=r_

The current research on the French side

T-e *o, , it, ent o/ t-e Fren*- tea, is to *ontri=ute, in t-e , ediu, ter, , to t-e /irst t-ree o=le*ti+es listed a=+e, and =ased on t-e)rin*i)les o/)arti*i)atory resear*- , usin. re)eated indi+idual and .rou) o=ser+ations and inter+ie1s.

'n Fran*e, t-e .rou) takin.)art in t-e resear*- 1as =uilt , ainly t-rou. - t-e *o, , it, ent and t-e 1ill o/ a 1o, an and -er o1n eF)erien*es as , i.rant. T-e isolation or *on/ine , ent and a sense o/ uselessness -ad a de)ressi+e e//e*t on t-ese 1o, en 1-o, in t-eir -o, e *ountry, -ad al1ays 1orked. At -er insti.ation, /ro, t-e net1ork o/ su))ort and re*i)ro*al eF*-an.es t-at t-e 1o, en -ad s)ontaneously re*onstituted /ollo1in. t-e eFa,)le o/ t-eir *ountry o/ ori.in and on t-e =asis o/ in/or, al trade 1it- A/ri*a led =y so, e o/ t-e , , t-ey -a+e de+elo)ed an asso*iation)role*t 1-i*- , linked to t-e e:uita=le a))roa*- , *ould ensure a de*ent 1a.e in t-e *ountry o/ ori.in and allo1 , i.rant 1o, en to es*a)e t-eir isolation. !esides t-e *o,)ensation, t-e eF)li*it ai, 1as to .ain +isi=ility and re*o.nition.

Currently, t-ey -a+e , ana.ed to esta=lis- a =usiness o/ -andi*ra/ts , ade =y t-e , sel+es and_ou. -t /ro , A/ri*a, in a /air trade *enter su))orted =y t-e , uni*i)ality/s 1e=site.

T-e *-an.es u)dated, in and t-rou. - resear*- , in+ol+e se+eral le+els: indi+idual le+els (in ter , s o/ resour*es and a*tion), institutional le+els in*ludin. t-e e//e*ti+e re*o.nition o/ t-eir roles in t-e so*ial and *ultural li/e o/ t-e *ity as 1ell as stru*atural le+els o/ .ender and qra*eq o=ser+a=le in /a, ilies 1-ere traditional .ender roles 1ere trou=led, so, eti, es, to t-e eFtent o/ in+ersion (-us=ands =e*o, in. 1o, en traders' assistant) and 1it-in t-eir *usto, er =ase. T-ey , ana.ed to rea*- , /ro, a situation o/ isolation and , ental -ealt- 1eakened =y a stron. sense o/ so*ial uselessness, t-e esta=lis- , ent o/ an in/or, al net1ork and an asso*iation, 1-i*- is still /ra.ile =ut re*o.niGed =y lo*al aut-orities. T-e *onstru*tion and solidi/i*ation o/ t-is inte. ral stru*ture .a+e t-e , t-e , eans to de+elo) e*ono, i* resour*es .eneratin. a*ti+ities =ut also *ultural a*ti+ities. T-is a*tual su**ess ^ a uni:ue eFa,)le o/ /air trade i,)le, ented and , ana.ed =y 1o, en /ro, t-e *ountries *on*erned - =ut still)re*arious, allo1ed t-e , to -a+e a**ess to an indi+idual sel/-estee , , to de+elo) a stron. sense o/ e//i*a*y and /ul/ill , ent.

@o1e+er, :uestions re , ain, , ainly related to t-e dyna,i*s o/ identity,)o1er and re*o.nition. We .i+e t1o eFa,)les: /irst, t-e *enterin. o/ t-is site solely on *ra/ts and trade)rodu*ts /ro, A/ri*a =y A/ri*an 1o, en is a real risk o/ *ghettoization* t-at lo*ks t-e , into an assi.ned)olariGed identity. \$n t-e ot-er -and, an a ,i.uous relations-i) -as =een *reated =et1een t-e , and t-e intelle*tual elite, in*ludin. 1o, en o/ t-e A/ri*an *o, , unity in Fran*e. &ani)ulated, t-ey are +ulnera=le to t-ese elites 1it- stron. so*ial and *ultural resour*es t-at do not resist t-e te,)tation to a))ro)riate t-e qo1ners-i)q o/ t-eir a*-ie+e, ent or to try to take leaders-i) /or t-eir o1n notoriety. T-ey -a+e to /i. -t so t-at t-e no1 a* :uired re*o.nition o/ t-eir 1ork *ould not es*a)e t-e , .

Discussion: prospects and challenges of participation

T-is resear*- is on.oin.. \$ur /uture)ros)e*ts 1ill =e, 1it-)arti*i)ants, to re)ort to institutional)artners and t-e s*ienti/i* *o, , unity on t-e dyna,i*s o/)ro*esses t-at *ontri=uted to lo*al de+elo), ent,)ro, otion and institutional solidi/i*ation o/ t-eir initiati+e. Coo)erati+e syner.y)ro, oted t-e eF)ression o/ initial /eelin.s o/ su=ju.ation and)er, itted t-e realiGation o/ t-eir stren.t-, t-eir a*tual skills, and t-eir o1n +alues. T-is)roa*ti+e

process resulted in the codification of representations: representations of gender roles and gender identity dynamics, self-esteem, feeling of self and group efficacy, representations of work, but also representations of moral and in/moral power relations, representations of political ideas and stakes surrounding and crossing them. In these last two points, and, in the first research program, it is clear that the just, maintain a ritualized relationship, methods, especially by means of attention to the role of the issues associated with the group, which is continuous. It is seen, entered, crossed by antagonisms, contradictions and issues related to power structures. In the area of these antagonisms, which in the group constitute a rather significant dispersed power as recalled DiAla (200E), leads us to ask ourselves to integrate and materialize the, in the latter stages of the program, this is one of the difficulties of participation, or rather, one of its challenges to achieve its aim, of empowerment. For the group, the challenge is therefore that these two, in relation, at their different, different, different and other times.

R&D&-4&/

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LL, : , +' , '2* - / *42*4 (5')&55& &' +/34%*5* .2H(& :&/ 0&1 1&/
21 12.)@&/ , (P,3/ B, /H(&

+,) E: ()-& E5. *)2, . , '1 C)2/'2- , M,)'[-&<-T,6* , : , '1 A2- ,) , A)- * / *1
M,2: &) O'>* , '1 & N&9 , -& O'&)*1



l-')*: (4'2* -

"es derniers E ans le Pays !as:ue (#s)a.ne) a reDu =eau*ou) de)ersonnes)ro*; dant d'autres)ays :ui ; , i.rent en *-er*-ant une nou+elle +ie)our elles et)our ses /a , illes. l uand *es)ersonnes arri+ent auF)ays dQa**ueil elles *-er*-ent une sta=ilit; so*io-; *ono , i:ue , ais en)lus, elles doi+ent *o ,)rennent les di//; ren*es entre les deuF so*i;t;s, et en *ons; :uen*e elles)assent)ar un)ro*essus dQa**ulturation (S, it- y !ond, 22A). Ce)-; no; <ne a ;t; ;tudi;)ar di//; rents dis*)lines et , od<les, t-; ories. l uand lQo=le*ti/)in*)al *Qest *onna`tre lQe//et)sy*-olo.i:ue du)ro*essus, !erry (200E) /ait une *lassi/i*ation des di//; rents tra+auF et il)ro)ose trois ni+eauF dQe//et: a) le)lus /a*ile, le .rou)e dQin+esti.ations :ui d;/endent les , od<les dQa))rentissa.e *ulturelle au *-an.e, ent so*io*ulturel (Ward, !o*-ner y Furn-a , , 200) § =) le deuFi< , e ni+eau *Qest un)eut)lus di//i*ile, et *Qest le .rou)e dQin+esti.ations :ui)arlent du stress et du =ien->tre (Diener, # , , ons, "arsen y 7ril/in, 2ME)§ *) et le dernier ni+eau *Qest :uand le)ro*essus *Qest si di//i*ile :ue les)ersonnes ne)eu+ent)as /aire /a*e et on doit ;tudier la situation a+e* les , od<les *lassi:ues de la sant; , entale.

"e o=le*ti/ de *ette tra+ail *Qest eFa, iner la situation so*io*ulturel de deuF .rou)es *ulturelles de /e , , es i , , i.r; es :ui -a=itent au Pays !as:ue, *elles du &a. -re= et *elles des)ays "atino-A , ;ri*aines, et *onna`tre lQe//et du)ro*essus dQa**ulturation dans le =ien->tre et la sant; , entale.

"Q-y)ot-<se de tra+ail *Qest :ue les /e , , es a+e*)lus de distan*e *ulturelle, *elles du &a. -re=, elles auraient)lus de)ro=k , es so*io*ulturelles et)lus de stress, , oins satis/a*tion a+e* la +ie et)lus)r;sen*e de sy ,)to , atolo.ie, :ue les /e , , es :ui ont , oins de distan*e *ulturelle, *elles des)ays "atino-A , ;ri*aines.

M@'%* : *5* .2&

Échantillon

Dans *ette in+esti.ation ME /e , , es ont)arti*) ; , le 2L,A2b +iennent du &a. -re= et le L2,KMb des)ays "atino-A , ;ri*aines. #lles ont AK,LE ans, le L2,Lb est +enue au Pays !as:ue)our , oti+es ;*ono , i:ues, le 2,Ab a)ro=k , es a+e* la situation Juridi:ue et le 6,2b a+e* le lo.e , ent, et le 2, b nQa)as de tra+ail.

9ni+ersit; du Pays !as:ue (#s)a.ne)

Questionnaire

On a utilisé un instrument pour l'évaluation de l'impact des facteurs socio-culturels sur la situation socio-culturelle. En plus, on a utilisé des échelles pour mesurer le stress (Perceived stress scale, PSS-6, de Cohen, 3a, et Maslach, 2MAS version es) et le rôle (e, or et Carro=ler s.3t

"e nu , ;ro de /e , , es :ui ont di//;rentes n;*essit;s dans le)ays dQa**ueil *Qest)areil dans les deuF .rou)es. \$n)eut +oir :uQa+oir ou a , ;liorer le tra+ail et le lo.e , ent, sont les n;*essit;s)lus de , and;es.

Finale , ent, les ni+eauF de *onta*t et soutien sont , oyens. "es di//;ren*es entre les deuF .rou)es, ils ne sont)as si.ni/i*ati/s. #n tout *as, le *onta*t et soutien sont)lus -auts a+e* le .rou)e auto*-tone :uQa+e* le .rou)e de son)ays.

Tableau 2. Situation Dans le Pays d'accueil

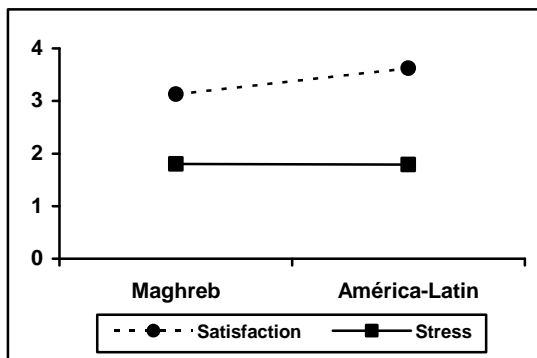
	&A7@ (# !	A&Y (' I 9# "AT"%#
Pro= < , es en:		
Situation Juridi : ue	6,Mb	2,2b
Tra+ail	2b	,2b
"o.e , ent (8o()m 0,06\$)m,002)	2b	A, b
%;*essit;s		
Do*u , ents	2, b	2A,Eb
Assistan*e , ;di*ale	6,Ab	6,Mb
Assistan*e)sy*-olo.i:ue	K,Lb	22b
Assistan*e so*ial	A,A b	A6b
Tra+ail	AA,6b	62,6b
"o.e , ent	2A,Mb	AE,Mb
'n/or , ation	6,Mb	,Lb
Conta*t		
Po)ulation auto*-tone	A,M0	A,EE
Po)ulation de son)ays	2,L	A,06
Soutien		
Po)ulation auto*-tone	A,2A	A,2A
Po)ulation de son)ays	2,L6	2,L2

Dimension psychologique

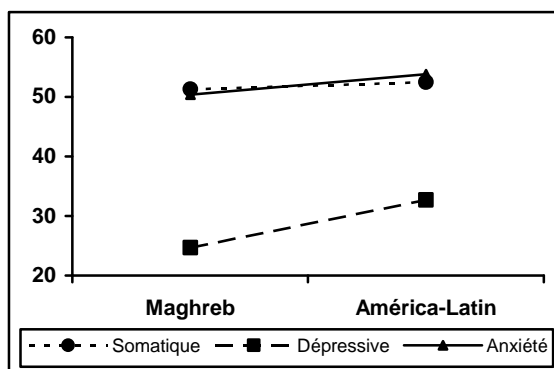
"es r;sultats , ontrent :ue les ni+eauF de stress de la)o)ulation i , , i.rant sont , oyens et les ni+eauF de satis/a*tion sont asseG -auts. "e stress *Qest tr<s)areil)our les /e , , es du &a. -re= et de lQA , ;ri:ue "atine (,M y ,L2 so=re 6) (F(, K)mK,2A\$)m,002), , ais la satis/a*tion est)lus -aute dans la)o)ulation de lQA , ;ri:ue "atine et les di//;ren*es sont si.ni/i*ati+es (A, A y A,K2 so=re E), (F(, K)m,00E\$)m,262).

"a sant; , entale, a)r<s)r;s la , oiti; de lQ;*-antillon)r;sente sy ,)to , atolo.ie so , ati:ue et de lQ(anFi;t; . "es sy ,)te , es d;)ressi/s se , ani/estent entre le 2Eb et le A2,Lb de lQ;*-antillon. Dans tous les .rou)es sy ,)to , ati:ues, les di//;ren*es ne sont)as si.ni/i*ati+es, *Qest H dire, la sant; des deuF .rou)es *ulturelles est si , ilaire (so , ati:ue (8²()m,06E\$)m,E02), d;)ressi+e (8²()m,6MMS)m,K 6) et anFi;t; (8²()m,02K\$)m,MOL).

Graphique 1. Bien-être



Graphique 2 : Santé mentale



On a fait des analyses de régression pour voir comment les facteurs socio-démographiques (âge, sexe, niveau de revenu) influencent les niveaux de bien-être et de santé mentale. Ces analyses montrent des résultats valides seulement pour la satisfaction, et pour les symptômes d'anxiété et somatiques.

Il y a aussi besoin d'assistance sociale, diététique, aide sociale, culturelle, onnaître la langue, être dans le pays pendant A-E ans et ne pas avoir besoin d'assistance sociale, ces sont les variables qui influencent le 20,2% de la satisfaction. Dans la synthèse, toutefois, les variables influentes sont l'absence d'assistance sociale, diététique et des documents, ne pas avoir soutien du groupe auto-école, être dans le pays pendant A-E ans, et ne pas avoir besoin d'assistance sociale (L,6b). Finalement, les symptômes d'anxiété et somatiques influencent pour les variables d'aide sociale, diététique et pour ne pas avoir de travail (2,2b).

Tableau 3. Analyses de régression

	S, '2/0,4'2* -	S* 1, '2H(&	A->2@'@
E-')& 3 &' 5 , -/ , (P,3/	332	887	--
B, /H(&	558	--	--
C* - , ')& 5, 5, - . (&	368	--	--
C* - ' , 4' , ;&4 / * - + , 3/	--	-\$42	--
S* ('2&- .) * (+& , (' *4%' * - &	--	--	-\$1\$
T) , ; , 25	- 445	1 67\$	\$87
A/ /2/ ' , -4& 1 @ : 24, 5&	- 537	-\$35	--
A/ /2/ ' , -4& / * 42, 5	--	1 28	--
A; *2) 6&/ *2- : & : *4(1&- ' /			
A: J. R ²	287	1\$4	177

C* -45(/2* - /

"es *ara*t;risti:ues so*iod; , o.ra) -i:ues et situationnels des /e , , es i , , i.rantes , ontrent :ue leur situation dans le)ays d(a**ueil est asseG =onne, =ien :u(elles ont di//;rentes n;*essit;s, surtout de tra+ail et de lo.e, ent, et, les ni+eauF de *onta*t et de soutien sont , oyens .l y a des di//;ren*es :ui d;*ri+ent :uel:ues in*on+;nients so*io*ulturelles dans les /e , , es du &a. -re=: le ni+eau d(es)a.nole et la /or, ation est)lus =asse et elles ont)lus de)ro=<, es)our trou+er un lo.e, ent(les , oti+es , i.ratoires aussi sont di//;rentes, la)lu)art de latines ; , i.rent)our , oti+es ;*ono, i:ues et les /e , , es du &a. -re= ont des , oti+ations di//;rents (*ela a relation a+e* les reles , i.ratoires des /e , , es du &a. -re= et des)ays "atino-A , ;ri*ains).

"es ni+eauF de stress et la satis/a*tion dans la +ie sont , oyens. &al.r; *es ni+eauF de =ien->tre les /e , , es i , , i.rant , ontrent sy ,)to, atolo.ie)sy*-olo.i:ue, surtout so, ati:ue et de l(anFi;t;. "es analyses , ontrent :ue la *ulture n(a) as in/luen*e dans le stress et la sant; , entale des /e , , es i , , i.rantes , ais)ar *ontre, il y a de di//;ren*es dans les ni+eauF de satis/a*tion dans la +ie. "es analyses de r; .ression , ontrent l(in/luen*e des +aria=les so*io*ulturelles dans la satis/a*tion de la +ie, et a+e* les sy ,)te, es so, ati:ues et d(anFi;t;. "es r; sultats , ontrent di//;ren*es si.ni/i*ati+es entre les deuF .rou)es *ulturelles :ui)er, ettent de)r;dire la , aleure d; tresse)sy*-olo.i:ue (satis/a*tion de la +ie) des /e , , es du &a. -re=.

B2652* .), +%2&

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O+@), '2* - :L(). &-4& , (+)B/ :&/ +*+(5, '2* - / :@+5, 4@&/ : (S(:-
L26, -] # (255&' - , * ^ ' 2886

+,) H3, 1 S. G, %21



"e M Juillet 200K, une se , aine a)r<s le d;=ut de la .uerre *ontre le Sud-"i=an, le Centre Universitaire de Santé Familiale et Communautaire (CUSFC) de l'9ni+ersit; Saint 5ose)- , et sur)ied deuF ;:ui)es , o=iles /or , ;es de , ;de*ins, d'in/ir , i<res et d'assistantes so*iales, assurant ainsi une)r;sen*e sur le terrain. Ces ;:ui)es /ournissent *onsultations, soins de)roFi , it; et soutien H la)o)ulation du Sud-"i=an d;)la* ;e en raison des -ostilit;s et re.rou);e dans les ;*oles)u=li:ues.

I uel:ues jours)lus tard, *in: nouvelles ;:ui)es rallient les deuF)re , i<res.

"es *onsultations , ;di*ales sont =ien sou+ent aussi l'o**asion d'a)orter un soutien n;*essaire, de)rodi.uer des *onseils indi+idualis;s et de donner, au *as)ar *as, les , oyens de , ettre en)rati:ue les , esures d'i-y.i<ne. &ais tr<s +ite, elles s'ia+<rent insu//isantes en l'a=sen*e d'une)rise en *-ar.e des *onditions d'i-y.i<ne *olle*ti+es +u le no , =re i ,)ortant de d;)la* ;s et l;tat des lieuF *ens;s les a**ueillir. Cela ;tant,)lus de 20)ersonnes sont , o=ilis;es entre in/ir , i<res, *adres) ;da.o.i:ues de l'9ni+ersit; et ;tudiants en s*ien*es in/ir , i<res et , ;de*ine)our +eiller H l'i-y.i<ne indi+iduelle et *olle*ti+e dans les *entres de re.rou)e , ent, e//e*tuer les +a**inations n;*essaires et assurer des)er , anen*es r; . uli<res de K H L -eures_our)our tous les jours de la se , aine a/in de dis)enser soins et se*ours de)re , i<re li. ne.

"a sant; , entale et la)r;+ention des trau , atis , es li;s H la .uerre sont ;.ale , ent H l'ordre du jour. Cette di , ension, dont l'i ,)ortan*e est indis*uta=le dans *e .enre de situations, est int; .r; e H l'iense , =le des a*ti+it;s d'in/or , ation et de /or , ation.

"es a*ti+it;s d'ur.en*e s'ia* -<ent le K aoTt 200K a+e* la /in des -ostilit;s et le retour des /a , illes de d;)la* ;s)our re)rendre sous une /or , e di//;rente destin;e H assister les)o)ulations dans leur , ou+e , ent de retour.

"e "i=an est un)etit)ays dont la su)er/i*ie ne d;)asse)as les 0 E62 3 , 2. Sa)o)ulation, /or , ;e de M *o , , unaut;s reli.ieuses, s;lk+e H 6 , illions. Pr<s de K , illions de "i=anis +i+ent H l;tran.er, *onstituant l'une des dias)oras les)lus no , =reuses au , onde.

De 2LE H 220, le "i=an est le t- ;dtre d'une .uerre *i+ile auF /a*ettes , ulti)les. "es enjeuF en sont li=anis, , ais aussi r; . ionauF et internationauF.

9ni+ersit; St 5ose)- , !eyrout-

"le 2 juillet 2000, 'Israël attaque le sud du Liban.

"Le bilan de la guerre est très lourd en +iti, es +iiles et d; .dts , at;riels. "a guerre /ait)r<s de 200 ,orts et)lus de 6 000 =less; s. #n+iron le :uart de la)o)ulation est /or*; de se d;)la*er, essentielle , ent +ers !eyrou-, trou+ant re/ue *-eG des)arents, des a, is ou dans des *entres de re.rou)e, ent (écoles, stades municipaux...). "es d; .dts , at;riels dire*ts sont esti , ;s H A,K , illiards de dollars.

Fa*e H *ette situation, la so*i;t; *i+ile se , o=ilise. "l'uni+ersit; Saint Jose)- de !eyrou- ne)eut rester indil//; rente /a*e H l'efode et auF , al-eurs de la)o)ulation. C'est le d;=ut d'une autre /or , e de r;istan*e: a**ueil de la)o)ulation, - ;=er.e , ent des d;)la* ;s , r;)aration et distri=ution de re)as *-auds, or. anisation de se*ours d'ur. en*e...

"l; :ui)e du Centre uni+ersitaire de Sant; Fa , iliale et Co , , unautaire (C9SFC) de l'uni+ersit; Saint Jose)- est)ar , i les)re , iers H se , o=iliser. #n e//et, le M juillet 2000 au , atin, :uel:ues , e , =res de l; :ui)e du C9SFC se retrou+ent s)ontan; , ent et d; *ident d'or. aniser des Z *lini:ues , o=iles [dans les *entres de re.rou)e, ent des)o)ulations d;)la* ;s situ; s dans le se*teur . ;o. ra)-i:ue de l'uni+ersit; .

D<s la 2^e se , aine, l; :ui)e du *entre solli*ite : la Fa*ult; des S*ien*es 'n/ir , i<res, la Fa*ult; de & ; de*ine et le D;)arte , ent de & ; de*ine de Fa , ille. Plusieurs)ro/essionnels de la sant; se , o=ilisent ainsi entre , ; de*ins, in/ir , i<res et assistantes so*iales, sans *o ,)ter le)ersonnel ad , inistrati/ et de no , =reuF ; tudiants de la Fa*ult; des S*ien*es 'n/ir , i<res et de & ; de*ine.

DeuF .enres d; :ui)es se *onstituent alors:

des ; :ui)es lo. isti:ues =as; es au *entre uni+ersitaire de sant; et *-ar. ; es d'or. aniser les a*ti+it; s et d'assurer la *oordination a+e* les dil//; rentes instan*es nationales et internationales i ,)li:ues dans les se*ours d'ur. en*e (structures étatiques, ONG, personnes- ressources...)

et des ; :ui)es , o=iles :ui se d;)la*ent dans les *entres de re.rou)e, ent des d;)la* ;s)our)ournir des ser+i*es de sant; H tra+ers les Z *lini:ues , o=iles [.

Trois aFes de tra+ail se)r; *isent dans le *adre de *es *lini:ues , o=iles :

- "a sant;)-ysi:ue, la)r; +ention des ;)id; , ies et l; -y. i<ne individuelle_ *olle*ti+e
- "a sant; , entale et la)r; +ention des trau , atis , es
- "a /or , ation des =; n; +oles

L, / , - '@ +%3/2H (&

"es ; :ui)es des *lini:ues , o=iles sont /or , ; es de , ; de*ins, d'in/ir , i<res et d'un ; tudiant en , ; de*ine, s*ien*es in/ir , i<res ou ser+i*e so*ial. "eur , ission se d; *line *o , , e suit :

- "a , ise en)la*e d'une *lini:ue de)ortune dans *-a:ue re.rou)e, ent : 1 lit, 2 chaises, le matériel de soins nécessaire, sous réserve du respect de l'intimité et des conditions d'hygiène...

- "a , ise en)la*e d'une in/ir , erie dis)ensant les ers se*ours
- Des *onsultations , ;di*aales: L ou A /ois_se , aine selon le =esoïn
- Des *onseils dî-y.i<ne (avec distribution, au cas par cas, de sous- vêtements, savons, cuvettes, draps, etc.)
- "a +a**ination *ontre la rou.eole et la)olio selon les re*o , , andations de lî\$&S)our la) ;riode *on*ern ;e
- "a distri=ution de , ;di*a , ents, nota , , ent)our soula .er les , aladies *-roni : ues
- #t lîorientation des)ersonnes n ; *essitant des soins -os)italiers +ers les stru*tures ada)t ;es.

"es *onditions de +ie de *es)oulations et la)ro, is*uit ;)osent de s ;rieuF sou*is dî-y.i<ne : 20 H A0)ersonnes_*-a , =re, A0 H 60)ersonnes_W.C, a=sen*e de dou*-es,)ro=l< , es de ra , assa.e des ordures, de .estion de lîeau (eau potable, eau d'usage, eaux usées), dî ; .outs, et*.

Tous *es)ro=l< , es i ,)osent une)rise en *-ar.e ur .ente tant indi+iduelle : ue *olle*ti+e.

#t *e*i en +ue :

- dîor .aniser lîentretien et lî-y.i<ne des lo*auF
- dîa , ;liorer les *onditions dî-y.i<ne *olle*ti+e (entretien des WC, douches, locaux, gestion des déchets, des égouts...)
- de dis)enser une ;du*ation)our la sant ;)ar)etits .rou)es et indi+iduelle , ent (prévention des maladies contagieuses, des poux, de la gale, des problèmes gastriques...)

L, / , -'@ 1&- ' ,5&

"e 2< .e aFe de tra+ail)orte essentielle , ent sur la sant ; , entale ou la di , ension)sy*-oso*iale, tr<s sou+ent sous-esti , ;e dans *e .enre de situations.

#n el/et, les *atastro)-es : ui sîa**o ,)a.nent . ;n ;rale , ent de)ertes douloureuses dî>tres *-ers, de =iens , at ;riels, ou en*ore de , lieuF dîa))artenan*e laissent de .ra+es s ; :uelles dans la +ie , entale de *euF : ui les +i+ent. Pr ; *isons : ue les *atastro)-es li ; es H lîa*ti+it ; -u , aine (guerres ou conflits armés) . ; n<rent, en . ; n ;ral, da+anta.e dîin*ertitudes, dîa , =i .uît ; s et dîan.oisses autant sur le)lan indi+iduel : ue *olle*ti/. "eur i ,)a*t)sy*-oso*ial sur la)oulation est sou+ent =eau*ou))lus lourd.

Ce*i nous a , <ne H int ; .rer le +olet Z)sy*-oso*ial [H notre)lan dîur .en*e.

'l sîa.it dans *e *as:

- dîa**e)ter et de re*onna'tre les r ;a*tions)sy*-olo.i : ues des)oulations d ;)la* ; es \$
- de /aire la dî//ren*e entre les r ;a*tions nor , ales de d ;resse et les dî//i*ult ; s)sy*-olo.i : ues .ra+es eFi.eant un sui+i \$
- de , ettre en)la*e des a*ti+it ; s sus*e)ti=les dîatt ; nuer la d ;resse et de)r ; +enir les trau , atis , es \$

- de r ;)ertorier et d'assurer la)rise en *-ar.e des)ersonnes n ; *essitant un sui+i)sy*-olo.i : ue.

De no , =reuses a*ti+it ; s sont ainsi or .anis ; es dans les *entres de re .rou)e , ent)our :

- /a*iliter liada)tation)sy*-olo.i : ue auF ; +<ne , ents et en , ini , iser les i ,)a*ts n ; .ati/s (*écoute, organisation, secours...*)
- r ; ta=lir le)lus ra)ide , ent)ossi=le la r ; .ularit ; de la +ie et du /on*tionne , ent)sy*-olo.i : ue et so*ial des indi+idus et de la *o , , unaut ; (*régularité des repas, aménagement des locaux,...*)
- lutter *ontre le senti , ent de)eur et d'in*ertitude (*information régulière...*)
- restaurer le senti , ent de *on/ian*e, d'auto , ie et de *ontrele (*soutien, renforcement, respect de l'intimité, des coutumes, des habitudes...*)
-)r ; ser+er et re*onstruire les r ; seuF naturels de soutien so*ial (*contacts avec la grande famille, les proches, le voisinage, ...*)
-)r ; +enir les es*alades de)ani : ue (*éviter rumeurs et désinformation...*)
- *onstituer des r ; seuF de *olla=orateurs (*spécialistes de 2^{ème} ligne, ONG...*)

L, 0*) 1 , '2* -

Tr<s +ite, le =esoin de /or , er les = ; n ; +oles se /ait sentir. Ainsi :

Plus de 0 s ; an*es de /or , ation sont or .anis ; es

Pr<s de A00 = ; n ; +oles sont /or , ; s, sans *o ,)ter les no , =reuses ren*ontres de soutien H B ; : ui)e de)ro/essionnels

"a /or , ation)orte sur les t-< , es sui+ants :

- "B-y .i<ne :
 -)ersonnelle : , esures à prendre par les bénévoles eux-mêmes
 - indi+iduelle : *respect des us et coutumes...*
 - *olle*ti+e : *nettoyage/aération/moustiques, ramassage des ordures, traitement des déchets, évacuation des eaux usées, entretien des égouts*
 - ali , entaire : *conservation des aliments...*
 - de B'en+ironne , ent : *gestion de l'eau*
- "es Z)re , iers soins)sy*-olo.i : ues [: *o ,) ; ten*es de =ase en , ati<re d'inter+ention)sy*-oso*iale en situation d'ur.en*e (*connaissance des réactions psychologiques, gestion du stress, gestion des conflits, détection et orientation...*)

"a .uerre de B ; t ; 200K se ter , ine le K aoTt 200K.

Pendant les AA)ours : u'aura dur ; *ette .uerre, la *lini : ue , o=ile, dans ses A as)e*ts, enre .istre les r ; alisations sui+antes:

- #ntre L00 et M00 *onsultations , ; di*ales dans L *entres de re .rou)e , ent de d ;)la* ; es \$
- Plus de 60 = ; n ; +oles , o=ilis ; s sur AA jours \$
- Plusieurs s ; an*es d ; du*ation)our la sant ; ani , ; es :
- au)r<s de /e , , es, de Jeunes et dien/ants
- en)lus de 0 s ; an*es de /or , ation de = ; n ; +oles (30 à 40/ séance)

•

R* 1, -3 XG3+/3Y 4* 1 1 (-2'3 /'2. 1, /, - : +)&4* -4&+'2* - /

63 M* -29, G), J4* ;24* ;, 1



l-'*)* : (4'2*-

The idea of a "rural idyl" (or, as it is often called in other languages) no longer represents a , an 1-o leads a)arti*ular way of life, often alternating between)la*es of residen*ce, or living outside the city. The)i*ture -as its origins, for , the idealized (or, as)volution in Western)uro)e during the industrial (e+olution, 1-en t-ey were, in literature, a symbol of an ancient, idyllic lifestyle, intrinsically linked with the land. The established , middle class)uropean idea, of a)noble savage,)a man and living in a , on-st)ivilization,)ut in great need of)a man. Their souls saved through - Christianity (@an*o*k, 200E,).

Still today, , any)eople)continue to take in/or ,ation of (or, as /ro , =ooks, rather than /irst -and eF)erience. &u*- of the)volution)er*eives the (or, as a stereotypical)rou of)eople living in an)ncreased)ensity towards)ri ,e, a non*o , ,ittal attitude /or work, an inability to learn)urrent styles of living. and unable to)eFist, unable to learn and)continually)a=using. The states)el/are systems , . The results)ausing. discrimination)ainst the (or, as , 1-i*- in turn , takes a large)roportion of the , lose interest in)arti*)ation. Living -society. To date, not all (or, as are living. to)ually)kno)led.e their (or, any et-ni*ity.

R* 1, 2- S5* ; , 92,

The (or, any , minority in Slovakia -a+e their own internal structure (eF*e)t /or su=-et-ni* differentiation)onsist of the /a , ily ^ .ender relations-ions, therefore)istinguish. the nationality and identity of the (or, as (et-ni* , so*ial), living -levels of status living in their own /a , ily, and then in the local *o , , unity, =ein. led =y their)aidaj (leader of the *o , , unity). The)ultural identity of the (or, as)creates even ,ore layers of so*ial and)ultural levels. Within the internal identity, their)an =e su=-et-ni* differentiation ("e-oGska, 200K). 't /ollo)st -at the (or, any)ultural identity is -eterogeneous, 1-i*-)ncreases the di/ferentiation of)resenting. the to)i*.

Despite the /a)t -at the (or, as -a+e obtained and declared their Slovak)itizens-ship and)lai , to =e Slovaks, the ,)larity of the)olution -a+e still ,aintained a so*ial distance /ro , the (or, as /or a very long ti ,e, =ein. ,ore tolerant of other , minorities, than they are of (or, as.

Prerequisites, reasons /or o/ferential)on/ir ,ation of Slovak nationality (the)ensus a)t, =y the (or, as living in Slovakia , ay -a+e o=le*ti+e and su=le*ti+e reasons ("e-o*Gka, 200K,). 62 to 62): a Consequences of living.

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S'2. 1 , , - : +)&4* -4&+2*- / , , 2- /' R* 1 ,

Si.ni/i*ant sti. , atigGation,)re*on*e)tions and ne.ati+e , edia *o+era.e o/ to)i*s *alled q(o , any)ro=le , q, q(o , any)ro=le , q, q(o , any issueq, do not *ontri+ute)ositively to1ards t-e (o , any identity *risis, or -el) o+er*o , e t-e /ra. , entation o/ et-ni*ity and ineF)erien*e on t-e (o , any)oliti*al s*ene, like its re)eated /ailure 1it- ele*tions and t-us , akin. it i ,)ossi=le to a*ti+ely)arti*)ate 1it- de*isions re.ardin. t-eir o1n et-ni* de+elo) , ental issues durin. t-e trans/or , ational)ro*ess. Con+ersely, so , e)re+iously , entoned /a*tors 1-i*- o)erated t-rou. -out t-e 20t- *entury, su*- as t-e de+elo) , ent and status o/ t-e (o , a et-ni* .rou) , to.et-er 1it- ot-er /a*tors , *ontinue to dee)en t-e enor , ous)ro=le , s and risks o/ t-is , inority .rou). T-e -i. - nu , =er o/ lon. ter , une ,)loyed, t-e *olla)se o/ 1-ole *o , , unities 1it-in so*ial net1orks, t-e dee)enin.)o+erty in t-e settle , ents , 1orsenin. -ealt- *onditions, ina=ility to sol+e t-eir o1n eFistential)ro=le , s, in*reasin. *ri , e, a .ression and .ro1t- o/ ani , osities =et1een t-e , alority and t-e (o , any et-ni* .rou).

Pre*on*e)tions to1ard (o , a are also a *on*ern in edu*ation, su*- as *lai , s t-at (o , a -a+e a ne.ati+e attitude to1ards edu*ation. @o1e+er, resear*- =y &ino+a (2002) /ound t-ese)re*on*e)tions to =e in+alid. a(o , a *lai , t-at it is essential t-at t-eir *-ildren .o to s*-ool and learn Slo+ak. T-ey *onsider)re-s*-ool edu*ation a .ood)re)eration /or)ri , ary s*-ool.

T-e)ro=le , +ie1ed /ro , t-e outside, is +ery o/ten seen as t-e et-ni* distin*tion and assess , ent o/ (o , a , usually t-rou. - +isual ant-ro)olo.i*al *-ara*ters (as t-e (o , a su//er ne.ati+ely). (a*ist)re)udi*es =y t-e , alority, a))lied 1it-out distin*tion to all (o , a and t-e dis)lay o/ +arious /or , s o/ distan*e =e-a+our, =e*o , es a +ery di//i*ult =urden on t-e (o , a.

T-is is -i. -li. -ted =y t-e q+oluntaryq 1ai+er o/ -is identity and t-e atte ,)ts o/ assi , ilation =y t-e , alority.

7eo.ra)-i*ally, t-e (o , a , inority is de)loyed t-rou. -out Slo+akia and is)arti*ularly *on*entrated in t-e sout-ern and eastern areas and s)e*i/i*ally u) until t-e 20t- *entury, t-e (o , a , inority in isolated, =a*k1ard settle , ents 1as =arely sur+i+in.. T-e *onditions and 1ay o/ li/e /or t-is , inority are re/le*ted =y t-e , arks le/t on t-e sites and re.ions in-a=ited (a**u , ulation o/)oor, unedu*ated and *ulturally =a*k1ard, -u.e)o)ulation in*reases and also an in*rease in t-e nu , =er o/ settle , ents) 1it- in*reasin. en+iron , ental de+astation and o+er)o)ulation in +ery *lose)roFi , ities. (o , any settle , ents and residential .rou)s o/ t-e +ery lo1 so*io-*ultural le+el are ne.ati+e *onse:uen*es o/ t-e states a))roa*- , to1ards issues addressin. -ousin. t-e)ro=le , s o/ its *itiGens. Post-1ar, (o , a 1ere re/used inte.ration into *o , , unities o/ t-e , alority)o)ulation (1-ere t-ey -istori*ally and ad , inistrati+ely =elon.ed). T-ey 1ere dri+en /urt-er into isolation /ro , *i+iliGation.

'n Slo+akia t-ere are still a lot o/ di//erent de/e*ti+e (o , any settle , ents (se.re.ated and isolated settle , ents, se)arated or sin.le street +illa.es in rural lo*ations, nei. -=our-oods and .-ettos in t-e *ities, settle , ents dissi)ated 1it-in t-e , alority). (o , any -ousin. , to.et-er 1it- so , e /urt-er s)e*i/i*s o/ t-eir total 1ay o/ li/e, is a /re:uent *ause o/ *on/li*t =et1een t-e (o , any , inority and t-e , alority o/ so*iety, 1-i*- *ul , inates in tensions and is not a .ood eFa ,)le o/ *oeFisten* ((osinsky, 200K). A**ordin. to t-e aut-or, ne.ati+e eF)erien*es are +ie1ed as ty)i*al o/ t-e 1-ole *o , , unity. \$n t-is =asis, so , e (o , a inade:uately res)ond in return , ay=e e+en 1orse and t-en a +i*ious *y*le =e.ins.

C* -45 (/2* -

A *al*ulation and =rie/ des*ri)tion o/ indi+idual .rou)s o/ (o , a in Slo+akia and in #uro)e is not and *an not =e eF-austi+e. #F)lorin. t-e entire territory o/ #uro)e, t-e *ultural qa**o , , odationq a**ulturation *o ,)eten*ies, so*ial and e*ono , i*)ressures, o/ten , ini , u , re:uire , ents /or e+eryday *o , /orts o/ li/e and , any ot-er :ualities, a=ilities and *ir*u , stan*es do not)er , it t-e)er/e*t *a)ture o/ t-e di+ersity, ri*-ness, *ultural and so*ial di+ersity o/ (o , any .rou)s. Alt-ou. - in t-e #uro)e t-ere are still , any eF*lusi+e *ulture-so*ial .rou)s, un-o)eness o/ t-e (o , any *o , , unity is still eFtre , ely stron..

R&0&)-4&/

D9!A4\$00, &. 200 . *Rómovia v procesoch kultúrnej zmeny* t(o , a in t-e)ro*esses o/ *ultural *-an.eu. Pre•o+: FF P9, 200 . 'S!% M0-MOKM-0E2-0.

@A% C\$C3, '. 200E. *My rómsky národ. Ame sam e Romane džene* tWe, t-e (o , any nationu. !ratisla+a: Petrus Pu=lis-er, 200E. 'S!% M0-MM2A2-2L-K.

59 (\$00, A. 200A. Fro , lea+in. t-e -o , eland to t-e /irst assi , ilation , easures. 'n: ČAČIPEN PAL O ROMA, A *Global report on Roma in Slovakia*. !ratisla+a: 'nstitute /or Pu=li* A/lairs, 200A. 'S!% M0, MM2AE, 6K, K , #A% 2LMMOMM2AE6K2.

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"#@\$CV30, ". 200K. *Kultúrna identita Rómov* tCultural identity o/ (o , au. %itra: 93F FS0V, 200K. 'S!% M0-M0E0-26E-8.

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Photo 1 "i+in. standard o/ a Slo+ak (o , any /a , ily /ro , t-e lo1 so*ial ^ e*ono , i* le+el

Photo 2 "i+in. standard o/ a Slo+ak (o , any /a , ily o/ a -i. -er so*ial-e*ono , i* le+el

Photo 3 \$ne o/ t-e li+in. standards o/ t-e Slo+ak (o , any /a , ilies in a *ity

P, '%*5* .24,5 . , 1 652- .. C%2-&/& 4* 1 1 (-2'3 2- S* ('%&)- I' ,53

63 G2* ,44%2-* L, ; , -4*1 M, ()* C)*4&1 C,)*52- , M&/ /2- ,¹
 C2-<2, N* ; , ,¹ "5*)2, - , R* 1 , - *1 & L2, - , A)4()2¹



B,49.)*(- :

't is indi*ati+e o=ser+e t-at, a. ainst in*reasin. . a , in. o))ortunities, and t-e , ore e+ident)ro=le , ati* nature of t-e . a , =lin. (as re)orted =y t-e ne1s and =y t-e , ass , edia, and t-e data *olle*ted =y)u=li* ser+i*es and =y +oluntary or.aniGations), it see , s stran.e t-at t-e so*ial)oli*y is inad:uate, and t-at lar.e s*ale e)ide , iolo.i*al resear* - as not =een *arried out.

7a , =lin. is /or , ally /or=idden =y t-e 'talian la1, a**ordin. to t-e Arti*les L M-L2 of t-e Penal Code 2, 1-ile Art.

0 of t-e So*ial Wel/are A*t *ontains a list of ille.al . a , es. %a , ely, sin*e t-e latter -al/ o/ t-e 220s, t-ere -as =een a)ro.ressi+e and relentless o//er of ne1 . a , es, o/ , ore and , ore o))ortunities to)lay di//erent /or , s of . a , =lin. in di//erent)la*es, 1-ile t-e so*ial)ro=le , s linked to /or , s of . a , =lin. are =e*o , in. , ore and , ore e+ident alon.side a la*k of a))ro)riate a*tion. T-ere are , any indi*ators -i. -li. -tin. t-is dra , ati* *-an.e. T-e /irst one relates to t-e eF)enditure on di//erent /or , s of . a , =lin.. Fro , ‡L.LA =illion in 22A (+alue relati+e to t-e)ri*es in 200K) to ‡E6.6 =illion in 200M.

T-is /a*t , akes it di//i*ult to e+aluate t-e real di , ension of t-e)-eno , enon, and of t-e *ost_ene/it relation related to in*reased . a , =lin. in 'taly, /or eFa ,)le a=out t-e stran.ers) . a , in.. T-is resear* - *ondu*ted =et1een \$*to=er 200M and Fe=ruary 2002 in Sout-ern 'taly -ad t-e o=le*ti+e to eFa , ine t-e)re+alen*e of . a , =lin. =e-a+iour and)at-olo.i*al . a , =lin. in a .rou) of C-inese)o)ulation.

M&'%* : /

T-is *ross-se*tional study in+esti.ated t-e)sy*-oso*ial issues t-at *an arise as eit-er an ante*edent to t-e . a , =lin. or a *onse:uen*e o/ it. T-e resear* - on C-inese)eo)le eFa , ined t-e relations-i)s =et1een +arious risky =e-a+iours su* - as eF*essi+e drinkin. , s , okin. and)ro=le , . a , =lin. , too. T-is study 1as *ross-se*tional and in+esti.ati+e in desi.n, in+ol+in. t-e ans1ers to a sell-(re)ortin. :uestionnaire. Parti*i)ants, re*ruited /ro , , ulti)le so*ial stru*tures (n m M) 1ere allo*ated to eit-er an eF)eri , ental .rou))at-olo.i*al . a , =lers) or a *ontrol .rou) (so*ial . a , =lers).

T-e K-ite , :uestionnaire 1as s)e*i/i*ally *onstru*ted to , easure)sy*-oso*ial attitudes and =elie/s a*ross /our su=s*ales: (a) distress arisin. /ro , . a , in. di//eren*es, (=) 1orry a=out so*ial *-an.es a/ter . a , in. , (*) eF)e*tations in+ol+in. t-e dis*re)an*y =et1een eF)e*ted and real out*o , es a/ter . a , in. , and (d) de)enden*e in+ol+in. t-e desire /or re)etiti+e . a , =lin.. #a*- ite , 1as rated on a 6-)oint "ikert s*ale a*ross t-e ran.e of

De)art , ent of Psy* -olo.y, 9ni+ersity of Paler , o, 'taly

Wald, post-neer, WSO, eti, es, WO/ten, and Wald, post-always. 'dental' questionnaires were given to the participants in both groups. The questionnaire displayed high reliability and validity, with an overall Cronbach's alpha of .99.

Results

As reported in Table 1, the demographic characteristics of the participants were similar across the two groups. The majority (60%) were female, and the majority (60%) were in the 18-20 age range.

A MANOVA of the two groups showed a significant difference in the mean scores for the control group in the ANOVA, as shown in the treatment group in the 18-20 age range. A significant difference was also found in the ANOVA.

Significant differences were found in the ANOVA (in the Wald, post-neer and Wald, post-always categories) between the control group.

Table 1. Sample demographics

	n	b
Control & pathological		
Control (n)	60	62.6
Pathological	6	60.0
Total	66	60
Age		
M-20	6	6.6
21-30	6	6.6
31-40	6	6.6
41-50	6	6.6
51-60	6	6.6
61-70	6	6.6
71-80	6	6.6
81-90	6	6.6
% of sample	6	6.6
Total	66	60
Gender		
Female	66	66.6
Male	0	0.0
Total	66	60

The profile of the control group was similar across the two groups, with the Wald, post-neer item, followed by a reduction in reported scores for the other three items: WSO, eti, es, WO/ten, and Wald, post-always (Figure 1).

With respect to the pathological group, there were no significant differences across the two groups. Scores for both the distress and the worry domains were rated higher, only on the WSO, eti, es item, (Figure 2). Overall, scores for the three items were rated higher in the WO/ten category. Finally, the participants

reported that, most always or the dependent variable, that they are more saliently identified, and in any other (Figs. A and 6).

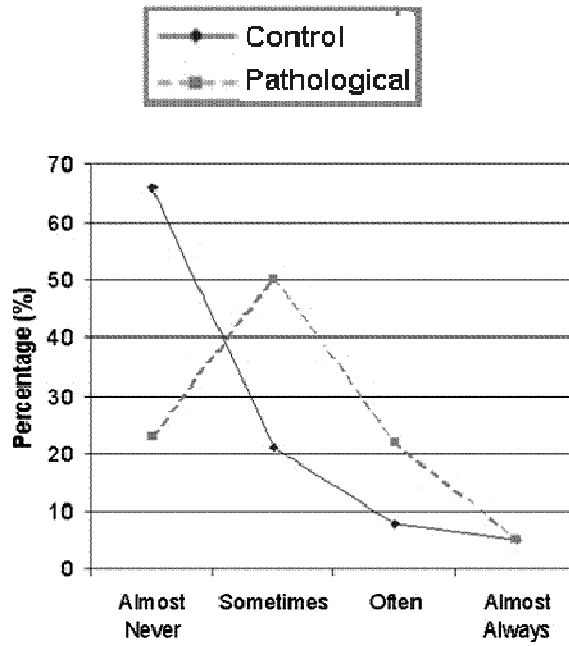


Fig. 1. Distress associated with gambling.

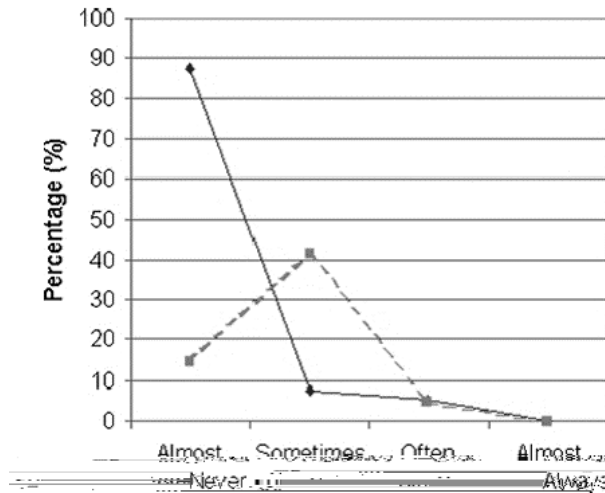


Fig. 2. Worry concerning changes.

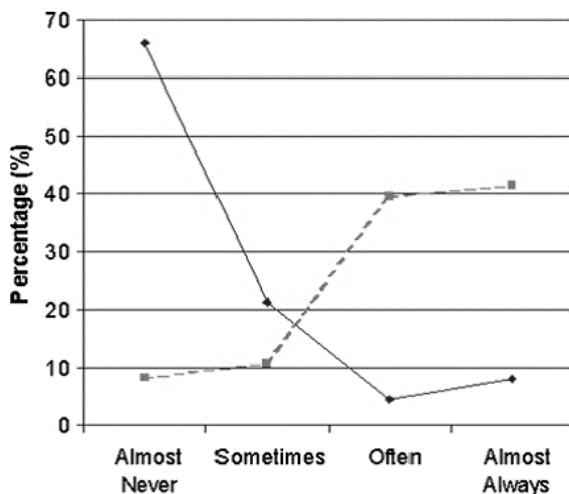


Fig. 3. Dependence.

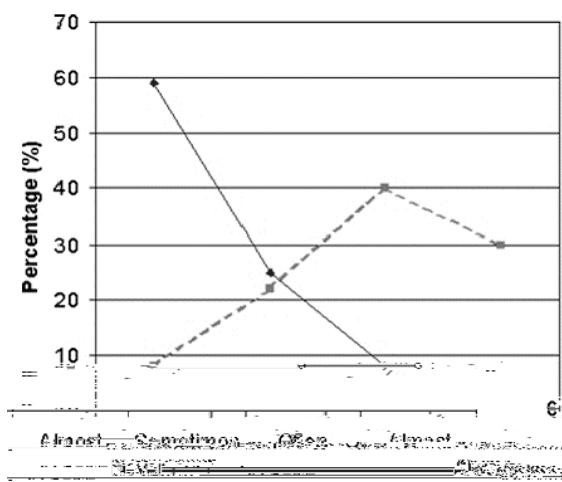


Fig. 4. Expectations.

D2/4(//?*-

The results of this study clearly demonstrate that the psychological role of material factors differs significantly from the role of social factors. Across all areas of the model investigated (distress, worry, beliefs, and dependence), more than 50% of the responses on the questionnaire were in the material, most never/rarely or this latter control group, indicating that psychological factors (particularly negative factors) do not play a major role in their decision to leave.

In conclusion, the material group demonstrated significantly higher scores in both the distress (Mann-Whitney U=6AM.000\$)n.00) and worry (Mann-Whitney U=LE.000\$)n.00) domains, with 60% of the responses in the material, especially rare. As predicted by the model, the material factors scored higher on the responses related to the expectations domain than on those related to the distress and worry domains. This supports the idea of a cognitive appraisal process in the decision-making or the treatment is based on the individual's beliefs against social conditions. In the future, the results of this study provide support for the

de ,onstratin. t-at , ore t-an 60b of t-e res)onses in t-e de)enden*e do ,ain 1ere in t-e ¶al , ost allays
ran.e of t-e "ikert s*ale. T-is study su. .ests 1-at are .a , =leris eF)e*tations, 1-i*- underesti , ate t-e so*ial
*onse:uen*es of t-e .a , e. T-is study -i. -li. -ts t-e i ,)ortan*e of)sy*-oso*ial *-ara*teristi*s in-erent
)at-olo.i*al .a , =lers. Pra. , ati*ally, it is a)ro*edure t-at in+ol+es a -i. -er le+el of)-ysiolo.i* distress durin.
.a , es, =ut it also is asso*iated 1it- , ore underlyin.)sy*-olo.i*al *onse:uen*es.

C*-45(/2* - /

T-e i ,)a*t of .a , =lin. on t-e)sy*-oso*ial /un*tionin. of indi+iduals 1as in+esti.ated in t-is study /ro ,
)sy*-oso*ial and *lini*al)ers)e*ti+e. Pat-olo.i*al .a , =lin. stron.ly is *orrelated 1it- .a , =lin. out of -a=it, to
relaF, or to de ,onstrate)ersonal skill t-rou. - *-an*e .a , es (e. ., erroneous *o.nitions). T-ese /indin.s
su. .est t-e need to 1ork on t-e)re+ention of)at-olo.i*al .a , =lin.. T-is study e ,)o1ers t-e C-inese
*o , , unity in 'taly to understand t-e =asis /or t-e relati+e *ontraindi*tations of so*ial .a , =lin. , and t-us to ensure
its dil/usion in a sa/e and res)onsi=le , anner.

R&0&)-4&/

!lasG*Gynski A., "o1er ", (2002). A)at-1ays , odel of)ro=le , and)at-olo.i*al .a , =lin.. *Addiction*, 2L, 6ML-
622.

Do1lin. , %, S, it-, D., Tran. , T. (200E). #le*troni* .a , in. , a*-ine: are t-ey t-e ¶ra*k-*o*aine of .a , =lin.C.
Addiction, 00 (), AA-6E.

"a+an*o, 7. (200). *Psicologia del gioco d'azzardo. Prospettive psicodinamiche e sociali tGambling psychology.*
Psycho-dinamic and social prospects. &ilan: &*7ra1-@ill.

"a+an*o, 7., 0ar+eri, ". (200K). *Psicologia del gioco d'azzardo e della scommessa. tGambling and betting*
psychology. (o , e: Carro**i.

"e)oyeuF, &. , &"ou. -lin, &. , Ad<s, 5. (2000). #)ide , iolo.y of =e-a+ioral de)enden*e: literature re+ie1 and
results of ori.inal studies. *European Psychiatry*, E(2): 22- A6.

&*Co1n, W.7. (22L). *College Student Gambling Inventory*. &onroe: %ort-east "ouisiana 9ni+ersity,
De)art , ent of Psy*-olo.y.

M2.), '2* - , - : W* 1 & -L/ N,)), '2;&

63 M,)2, I- ,42, :LA;25, N&'*1 & B&,')2< A4&'2 L&-< C&/ ,)2

The present work aims to reflect on the scope of narrative analysis in studies on love, emotion, and migration processes of the inhabitants of border regions towards the cities. To do so, tried to articulate in discussion the, inist studies,)ost*olonial studies, t-e :uestion o/ re*o.nition, 1-i*- -as =een de*ryin. narrati+e analysis as an i ,)ortant instru , ent o/ analysis in t-ese /ields.

Narratives are a form of communication in the environment. In this sense, taken together as realizations of social relations because they allow the subject to dwell upon their world and their representations. Through the narratives they describe, they describe situations that are lived, reports their experiences, sequences of these experiences and still they lay out the chain of events that build individual and social life (Sokoloff & Diner, 2006).

The inclusion of narrative analysis in studies of the people, allows to consider these aspects of the relationships of the reports of the culture, social environment and subjective experiences /or, added in this environment. According to Bruner (2002) the stories are personal constructions that blend a multitude of other stories, allowing access to a social and cultural factors shared. As already pointed out by Jenkins (2006), narration is the ability to experience experiences.

The connection between the love, emotion narrative in the context of the everyday life, therefore, addresses the analysis of social relations and the significance of gender in love, ethics and society, as seen in several studies (Braidotti, 2000; Braidotti, 2002; Braidotti, 2003; D'Almeida, 2004; Braidotti, 2006). The question is the construction of the people, the condition and of the construction of the subject. For example, in the work of Jenkins (1998), Jenkins (2006), Jenkins (2006) and Jenkins (2006) address the question that arises is the construction of the subject /or the understanding of love, ethics studies in different contexts. The first step in this context is the realization of the narratives, when their subjective characteristics, makes the role of the experience or the collective trajectory, materialized through a first person (collective) of the singular, the subject is a self-syntactic, as pointed out by Jenkins (2006). Thus, the individual indicates the presence of a subject's experience, experience a collective reference to the subject that self speaks /or or on behalf of the collectivity. Following this line of discussion, the love, emotion, and ethics realized that found there as enough material to discuss the important issues concerning the status of love, emotion, such as violence against love, emotion, the division of labor, gender, and others.

After, the reflections /or, the date of)ost *olonial relationality, this theme has been broadened to a)erse+e 1-ere 1it-in t-e sa , e *onteft o/ s-ares, /or *onsideration o/ t-e /e , ale *ondition, attention ould need to *ross-tuttin. issues, takin. into a**ount t-e eFisten*e o/ di//eren*es 1it-in t-e di//eren*es. T-at is, .enerational

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different, cultural, social class, race and ethnicity. Whether in the same, or different continents. In different regions or the same, e. The debate has also enriched discussion of studies on, migrant lo, en.

and (22A) -ad already pointed to the different needs of lo, en /ro, %ort- and Sout-. Similarly, he can see /ro, the relationships, and =y DiO+ila %eto (200K). The author points out the in*o, e .a) still eFist =et1een , en and lo, en, denoun*in. -o1e+er, t-at t-is dis*re)an*y is still +ery -i. - in "atin A, eri*a and e+en , ore)ro=le , ati* 1-en it *o, es to lo, en of lo1er *lasses. The ran.e o/)ers)e*ti+es re)resented *ou)led 1it- t-e)ost*olonial studies, -as)ointed to si.ni/i*ant re/le*tions in t-e sense of tryin. to understand social and *ultural as)e*ts related to t-e /e , ale *ondition in t-is *ontefT. 'n ot-er 1ords, *o , =inin. t-e ine:ualities arisin. /ro , t-e di/i*ult social *ondition t-at is e , =edded in t-e , i.ration)ro*esses su* - as t-e)li. -t o/ t-e /e , ale *ondition.

What -as =een o=ser=ed is t-at t-e narrative analysis allows us to eFtra*t t-e real eF)rien*e o/ t-e /e , ale *ondition, as su..ested in reports of lo, en. Wo, en o/ /les- and =one, in t-e sense .i+en =y !raidotti (2000). An eF)rien*e /rau. -t 1it- its o1n , eanin.s. 'n t-is res)e*t, no , atter i/ lo, en a**e)t or *-allen.e t-e rules, =ut t-at qt-eir narratives re*ount t-e)ro*ess o/ *onstru*tin. a sel/, and are ri* - in illustrations of /e , ale identityq (!a)tista, 200K). Fran*is (2002) re/le*tin. on t-e 1ork o/ 1riter "eila Se=ar, al. erian 1-o e , i.rated to Fran*e as a teena.er, dis*usses t-e issue o/ t-e re*ount, /o*usin. on t-e =ody)s narrative o/ *ulturally , inority su=)e*ts,)arti*ularly t-e /e , ale su=)e*t,)ointin. t-e resonan*es o/ issue ot-erness as a 1ork o/ /ra*ture: *ette alt; rit; a des r; sonan*es dans l'oeuvre)ost*oloniale, :ui en tant : u)oeuvre de ru)ture en :u>te d)une eF)ression sus*e)ti=le de traduire des eF); rien*es de +ie radi*ale , ent di//; rentes d)une tradition euro) ;enne...](Fran*is, 2002,).E). T-is issue of ot-erness related to /e , ale su=)e*t, a*ross =orders, 1it- , any different re/le*tions,)lus t-e issues of et-ni*ity and social class.

Studies t-at /o*us on t-e :uestion of social re*o.nition -as enriched t-is de=ate. !rin. to dis*ussion t-e)ossi=ility to understand t-e /a*ts, a*tions, , o+e , ents and .rou)s t-at =rin.)eo)le into t-e social dyna, i*s. T-is includes t-e issue of social *on/li*ts -a+e roots as t-e stru..le /or re*o.nition, as)ointed out =y @onnet- (200A) and still t-e u)date =rou. -t =y Fraser (200L) t-rou. - -er analysis of t-e i ,)ortan*e o/ not lea+in. aside t-e redistribu)tion, under)enalty o/ e+ventually lead to a deletion of t-e issues relatin. to e*ono , i* ine:ualities, in a social order 1-i* - is , arked =y .lo=al and social injusti*es. Fraser's t-esis (200L) is t-at /e , inis , today, /a*in. a transnational)oliti*s, is lully *a)a=le o/ , akin. a syner.y =et1een re*o.nition and redistribu)tion. And t-is =rin.s us to anot-er i ,)ortant ste) in t-e narrative analysis in dis*ussions in+ol+in. t-e /e , ale su=)e*t. 't is)er*ei+ed t-at t-is a))roa*- -as a =road /eature, 1-i* - *an *ross t-e de=ates at t-e ti , e o/ t-eir in+esti.ation)ra*ti*e. T-ese t1o notions are i ,)ortant *ate.ories and s-ould ser+e as a =asis /or =uildin. ne1 understandin.s 1-en it tries to arti*ulate t-e in/or , ation =rou. -t =y t-e narratives *olle*ted.

Anot-er issue is t-e use of audio+isual resour*es as su))le , ents to t-e narrative analysis. For DiA+ila %eto and !a)tista (200L), it e+ventually =e*a , e a key strate.i* and as a *o ,)le , ent to t-e elu*idation o/ t-e narratives. Tellin. stories is a)ossi=ility to res*ue t-e =ody testi , ony, t-e aut-ors add. 'n t-is sense, @irs*- (2002) re)orts an interestin.)-oto.ra)-i* 1ork done =y "orie %o+ak in t-e 9SA in 2MM, titled qSel/ Portraitq. T-is 1ork alludes to #llis 'sland, /irst)la*e o/ entry o/ .enerations o/ i , , i.rants and re/u.ees /ro , #uro)e to t-e 9SA. T-e)-oto.ra)-er tried to do, a**ordin. to @irs*- , an analo.y =et1een t-e)i*ture o/ #llis 'sland and t-e qsel/)ortraitq

of #llis 'sland, 1-ere t-e aut-or -ersell/ /it, as an i , , i.rant, and 1-o also -ad relati+es 1-o 1ent t-ere. T-e narrated o=je*t eF)osed =y t-e)-oto and its)role*tion on t-e 1alls, lookin. to)lay 1it- t-is a , =i.uity and t-e a , =i.uity o/ t-e situation o/ , i.rants.

!orders *an qdelete, de/ine and su=due t-e ot-er as di//erent, stran.e, kee)in. it a)art,q e ,)-asiGe D!O+ila %eto and !a)tista (200L). @o1e+er, t-ey add, t-e narrati+es, t-e narrati+es in any order is 1ritten, s)oken, .estured or itten, st r5nate-

D:00''A %#T\$, '. &ul-eres,)arti*i)aDPo e desen+ol+i , ento. Con/er>n*ia realiGada no Fxru , Desen+ol+i , ento e Sustenta=ilidade,)ro , o+ido)elo Pro.ra , a #'C\$S ^ Psi*osso*ioIo .ia de Co , unidades e #*olo .ia So*ial, 9ni+ersidade Federal do (io de 5aneiro, (io de 5aneiro, 200K. 5\$0C@#"\$0'TC@, S. ? !A9#(, &.W. #ntre+ista narrati+a. 'n: !auer, &. ? 7as-ell,)es:uisa :ualitati+a *o , teFto, i , a .e , e so , . (io de 5aneiro: 0oGes, 2002.

learnin. 1ill o**ur 1-en t1o /a*tors are)resent: , aFi, u, *o.niti+e en.a.e, ent and , aFi, u, identity
in+est, ent (Cu, , ins, 200). Cu, , ins *lai, s t-at s*-ools /ailed to .i+e to so, e .rou)s t-e tools and
)ossi=ilities needed to *-an.e t-eir li+es and t-at s*-oolin. still dise,)o1ers so, e .rou)s. W-at is interestin. in
t-e Cu, , ins , odel is t-at t-e e,)o1er, ent o/ , inority yout- is dire*tly *onne*ted to t()-87 (C)4(u)-1*t 1 to s 0.1redis

a foundation for using students' strengths to address weaknesses in integration into a host country's schools. Identities serve as a basis of power for students and all stakeholders in multicultural education. We propose that identities is fundamental to understanding the role of interactions among stakeholders and between schools and communities that shape power relations.

We have a pilot study in progress that will in/ or, the design of subsequent work, integrate international studies of integration into schools in multicultural contexts. So, the multicultural identities literature is estimated, migration rates include London, New York, Toronto, and Geneva. The role that is embedded in the local context of the Geneva Canton in 2006 based on population as a whole in Portugal and the EU. The largest theoretical sources. The overarching goal of this research project is to solve the theoretical dimensions of schooling. Work together in a very dynamic way to identify, adapt, and evaluate, and (2) youth-identity development, and (A) the context of schooling. Primary data from youth, social workers, parents, teachers, and political representatives will be gathered. (Research on this topic is very definition international. The next step is to work with research partners working on the same topic to conduct a comparative study across Italy, Switzerland, France, and Canada.

In addition, we need a theory that includes the structures and individuals involved in/ or, all schooling. (i.e., in the process of teaching and learning) use power to include so, the students and exclude others. We propose building upon recent work, integrate studies, using contextual factors and methods drawn from several disciplines to aid us in analyzing and working in education, schooling, and youth-identities in multicultural contexts. Findings from these studies can enhance our understanding about teacher education and educational policies.

R&D-4

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L, +* (+@&) (// & : & / / , ; *2) / 1

+,) M,)2&-C5, 2) & D (6 *2/2 E 12- , H&) : 24³ & C%)2/ ' &5 R24%* <4



"e *ours Z Sant; et &i.ration [, dans le *adre de la /a*ult; des S*ien*es so*iales et)oliti:ues de li9ni+ersit; de "ausanne, eFiste de)uis une diGaine diann;es. 4)arti*i)ent des ;tudiants⁵ (ni+eau , aster) en)sy*-olo.ie, en s*ien*es so*iales,)ar/ois , ais rare , ent en s*ien*es)oliti:ues. Ce *ours a d<s le d;=ut ;t; *onDu de , ani<re H: sti, uler li&auto-r;/leFion des ;tudiants sur leur , ani<re di&a=order et *onsid;rer les , i.rants ainsi :ue,)ar eFtension, toute /or, e di&alt;rit; \$ /a+riser le lien entre t-;orie et)rati:ue, li&a*ti+it;)ro/essionnelle de li&ensei.nant^k H li&eFt;rieur de li&uni+ersit; lui)er, ettant di&en tirer no, =re di&eFe,)les *on*rets illustrant les *on*e)ts t-;ori:ues d;+elo)) ;s \$ H donner une)la*e auF , ; , oires des ;tudiants ;*rits sur *e t-< , e.

Parall<le , ent, li&ensei.nant est i,)li:u; sur le terrain, en tant :ue)sy*-iatre tra+ailant a+e* des)ersonnes et /a , illes , i.rantes, et *olla=ore r; .uli<re , ent a+e* des tra+ailleurs so*iauF et des ensei.nants.

#n d; *e, =re 200K, li&ensei.nant a r;uni des eF-;tudiants :ui a+aient r;alis; un , ; , oire sous sa dire*tion. Son)re , ier o=le*ti/ ;tait de , ette en +aleur *es tra+auF : les , ; , orants r;alisent sou+ent un tra+ail de .rande :ualit; et)ar+ienent aussi H utiliser les *onnaissan*es a*:uises durant *e tra+ail de , ; , oire au *ours de leur +ie)ro/essionnelle ult;rieure \$, al-eureuse , ent, la)lu)art de *es ;*rits ne sont .u<re lus et ne reDoi+ent .u<re di;*-os une /ois la soutenan*e)ass;e. Au , o , ent de *ette)re , i<re ren*ontre, son)rolet ;tait en*ore +a.ue : il sou-aitait :u; , er. e un)rolet *olle*ti/ dont les eF- , ; , orants seraient)artie)enante.

Ce .rou)e, s;tant *-oisi le no , *Partages*, si&est r;uni a+e* li&ensei.nant et un)rolet *on*ret /ut *onDu)our le se , estre de)rinte ,)s 200M. %ous a+ons tous a**e)t; de le r;aliser =; n;+ole , ent.

%os o=le*ti/s /urent ainsi d;/inis :)er , ette auF a*tuels ;tudiants de , ieuF /aire le lien entre les *on*e)ts a=ord;s et leurs tradu*tions)rati:ues \$ se)roleter dans une +ie)ro/essionnelle /uture \$ d;+elo))er et ;tayer da+anta.e une attitude *riti:ue +is-H+is des)rati:ues institutionnelles \$ i, a.iner des , ani<res di&a))orter une tou*-e inno+ante dans *es)rati:ues \$ donner une +aleur H leur tra+ail de , ; , oire :ui eF*<de la seule o=ntion di&un titre a*ad; , i:ue.

⁵ "e)r;sent teFte se r; /<re au do*u , ent \ "a)ou) ;e russe des sa+oirs. A , ;lioration de la :ualit; de li&ensei.ne , ent)ar la *olla=oration dieF- , ; , orants] , *o-r; di. ;)ar: 3. !rakna, &.-C. Du=ois, &. 7elso , ini, C. @ild=rand, #. @erdi* , S. @erdi* S*-indler, !.-A. 3-a , si, 7. "e !erre AnteGana, C. (i*-oG, #. S-u=s, O. Oasseur Peiry. 9ni+ersit; de "ausanne, 200M. Ce do*u , ent)eut >tre de , and; au *a=inet du Dr. Sean-Claude & ;trauF,) ;do)sy*-iatre F&@, Oilla , ont 2A, C@- 00E "ausanne, Suisse, 00 6 2 A 2 M LA, J* , etrauF j =lue1in.*-.

² Psy*-olo.ue et auFiliaire en .arderie, #*u=lens (Suisse).

^A Psy*-olo.ue *lini*ienne, C'&' (Consultation 'nterdis*i)linaire de la &altraitan*e 'ntra/a , iliale), ainsi :u; au *a=inet du Dr. & ;trauF, "ausanne (Suisse).

⁶ Tra+ailleuse so*iale -ors , urs, A*tion Co , , unautaire et ToFi*o , anie, 0e+ey (Suisse).

^E Pour des raisons de si ,)li*it; de le*ture, le teFte n&a)as ;t; /; , inis;. Ce)endant la /or, e , as*uline utilis;e si&adresse autant auF /e , es :u;auF -o , es.

^k Sean-Claude & ;trauF

Ainsi, nous nous sommes, es, is d'abord avec Jean-Claude & trauffer pour intervenir dans son cours de Santé; et l'orientation, afin de ressentir nos travaux et nos pratiques professionnelles. Nous nous sommes, es, es; artis en l'ontion de nos interventions personnelles, des t-és, es de nos, ; oires et de nos activités; s) professionnelles. Quatre groupes d'intervention se sont ainsi constitués autour des t-és, es suivants: Z A) Groupe Co, un autre, Z "es (e:u;rants d'Asile en Suisse, Z Des Familles & rantes et des Pratiques Professionnelles [et Z Pratique de l'inter)ariat [.

Les étudiants ont pu s'occuper le t-é, e:ui les intéressait et se sont donc; artis en quatre sous-groupes. Nos interventions se sont; *-éloignées sur trois mois de deux heures, H environ un, ois d'intervention.

L'objectif de l'intervention:iser:ue la/or, e d'intervention *-oisie n'ait pas identifié H un s; , inaire usuel.

Les treize eF-, ; , orants (issus de l'psycolo.gie, de sciences sociales ou de sciences politiques) ont, aintenant une activité;)ro/essionnelle en dehors de l'université; , lie de près ou de loin au t-é, e de Santé; et, i. ration [, et au sein d'entre eux n'est assistant H l'université; ni n'a enisa.; une arriere aad; , i:ue. "e lien entre ensei.ne, ent universitaire et)rati:ues)ro/essionnelles se situait ainsi au *entre, >, e de l'ontion)da.o.i:ue)rise, de)ar le /ait entre autres:ue les eF-, ; , orants avaient ter, in; relative, ent r; *e, , ent leurs)tudes et)ouaient d's lors ais; , ent relier l'univers aad; , i:ue et l'univers)ro/essionnel. Si l'ias)e*t t-; ori:ue n'a pas ; t; n; .li.; , une)la*e essentielle a ; t; donn;e H nos)er*)tions su=je*ti+es de l'alt;rit; et auF te*-ni:ues relationnelles)ro)res H ; iter l'en/er, e, ent du, i.rant dans une /i.ure /i.; e d'alt;rit;. De)lus, dans la, esure of les institutions tendent /r; :ue, , ent H r; i/ier le, i.rant, dans la, esure aussi of les institutions de la sant; , du social et de l; du*ation se, ontrent eF*luantes +is-H+is de *ertaines *at; .ories de, i.rants, l'ia))ro*-e ; lue doit >tre *o,)rise dans une ont:ue de *-an.e, ent social: *o, , ent le jeune)ro/essionnel)eut avoir un rele in*itateur au sein de l'institution :ui lie,)loie)our)ro, ouoir une autre, ani<re, res)e*tueuse des droits d'autrui, de *on*eoir et a=order les dil//ren*es *ulturelles et sociales C

Nous nous sommes, es, ins)ir; s) rin*)ale, ent de l'eF); rien*e a**u, ul; e)ar diverses universit; s latinoam; ri*aines dans les domaines de la)sycolo.gie sociale et de la)sycolo.gie *o, , unautre. "l est)ossible de *iter i* l'universit; de &ontideo en Uruguay et l'Iniversit; Central de OeneGuela H Caracas. Au sein de *ette derni<re, il /aut en)arti*ulier signaler le travail de)ionni<re de &aritGa &ontero,)ro/esseure de)sycolo.gie sociale *o, , unautre. "e travail)rati:ue des)tudiants dans des *o, , unaut; s)au); ris; es, asso*i; H la *olla=oration H une re*-er*-e-a*tion)arti*)ati+e, est dire*te, ent ins*rite dans l'ensei.ne, ent universitaire H titre de *r; dits o=li.atoires.

"e lien entre l'ensei.ne, ent aad; , i:ue et les)rati:ues)ro/essionnelles a aussi ; t; a=onda, , ent r; /; *-i au Canada, en)arti*ulier H l'universit; de S-er=rooke et H l'universit; "a'al, of)ar eFe,)le les /or, ations universitaires en)sycolo.gie et en ser+i*e social *o,)rennent des sta.es)ro/essionnels or.anis; s *on)ointe, ent)ar l'universit; et l'or.anis, e)ro/essionnel \$ *es /or, ations influent aussi dans leur *ursus des *ours de)sycolo.gie *o, , unautre.

Du)oint de vue t-; ori:ue, notre)rojet)da.o.i:ue s'ia))uie sur les)rin*)es de la)sycolo.gie *o, , unautre :ui a ; , er.; en A, ; ri:ue latine dans les ann; es M0. Ce, od<le s'ins)ire des, ou+e, ents de l; du*ation)o)ulaire, initi;e au !r; sil dans les ann; es K0)ar Paolo Freire. Celui-ci re, et en *ause l'ensei.ne, ent

traditionnel, *ar *e , od<le d;*oule de lid;e :ue liensei.nant serait seul d;tenteur du sa+oir s*ienti/i:ue. Au *ontraire, la)sy*-olo.ie *o , , unautaire)ri+il; .ie une);da.o.ie =as;e sur la *o-*onstru*tion d'un sa+oir nou+eau, ; , er.eant d'un)ro*essus d'la))rentissa.e , utuel. Cette /or , e d; du*ation dialo.i:ue i ,)li:ue don* une)arti*)ation a*ti+e de la)art de li;tudiant.

"e soutien du Fonds d'nnovation P;da.o.i:ue)er , it de /inan*er la)-ase ult;rieure, soit une r;/leFion *on*ert;e des eF- , ; , orants et de liensei.nant, au *ours de liauto, ne 200M, dans le =ut de tirer les ensei.ne , ents de *ette)re , i<re eF);rien*e et de *on*e+oir des a , ;liorations)our le se , estre de)rinte ,)s 2002. "l;+aluation /aite en Juin 200M a+e* la *olla=oration du Centre de Soutien H li#nsei.ne , ent a *onstitu; une des =ases de *e tra+ail, li;+aluation)ersonnelle des treiGe eF- , ; , orants en *onstituant liautre /onde , ent.

"l;la=oration *o , , une de *e teFte nous a)er , is de t-;oriser notre a*tion);da.o.i:ue et d'ien , esurer les =;n;/i*es. 7lo=ale , ent, *ette a))r; *iation se r;<le tr<s)ositi+e.

B@-@024&/ :& 4&'& ,4'2*- +@: , . *.2H(&

Pour l'enseignant

Ce)rojet a)er , is H liensei.nant d'instaurer une *olla=oration de)ro/essionnel H)ro/essionnels entre lui et ses an*iens ;tudiants.

Dans la , esure of Sean-Claude & ;trauF a toujours re , ar:u; li ,)ortan*e du tra+ail /ourni)ar les eF- , ; , orants et lia))ort des Jeunes)ro/essionnels, *e)rojet lui a)er , is d'ins;rer *on*r<te , ent *es sa+oirs et *es)rati:ues dans son *ours.

#n outre, il lui a)er , is de relier son a*ti+it; d'ensei.ne , ent H li;tat d'ies)rit et auF a))orts de la)sy*-olo.ie *o , , unautaire. 'l a aussi)u r;aliser H :uel)oint les ;tudiants =;n;/i*iaient de *e ty)e d'la))li*ations *on*r<tes.

Pour les ex-mémorants

7rd*e H *e)rojet, nous a+ons)u +aloriser nos , ; , oires. #n e//et, *ela a ;t; tr<s satis/aisant de)ou+oir)arta.er notre tra+ail a+e* d'lautes et d'ien /aire)ro/iter les nou+eauF ;tudiants.

%os ren*ontres nous ont donn; liO**asion de r;/l; *-ir en .rou)e sur nos)rati:ues et de nous re)ositionner. #n e//et, *ela a ;t; tr<s)ositi/ de)rendre *ons*ien*e des liens entre la t-;orie :ue nous a+ons d;+elo))e au *ours de nos ;tudes et notre)rati:ue a*tuelle.

"es r;/leFions des ;tudiants sur notre)rati:ue nous ont ;.ale , ent donn; un ; *laira.e nou+eau sur *e :ue nous /aisons dans nos)ro/essions.

Par ailleurs, au *ours de nos dis*ussions, nous a+ons)u d; .a.er des)ro=l; , ati:ues *o , , unes, au-delH de la di+ersit; de nos)rati:ues. Cela a donn; du sens H notre identit;)ro/essionnelle dans les do , aines de la)sy*-olo.ie ainsi :ue des s*ien*es so*iales et)oliti:ues. Cela est)r; *ieuF)our nous, *ar *ette identit; s'ia<re a)riori)assa=le , ent /loue et , al ;ta=lie.

Cette évaluation ; rien n'est à de plus ; une , a. ni/ : ue o))ortunit; de d; +elo))er des *o ,) ; ten*es dans le do , aine de la /or , ation et de l'ani , ation.

Pour les étudiants actuels

Dans d'autres *ontefes, l'uni+ersit; a**orde une i ,)ortan*e)arti*uli<re H /aire un lien entre la t- ;orie et la)rati:ue)ro/essionnelle et nous sou-aitions ; .ale , ent , etre *et as)e*t en ; +iden*e lors des s;an*es. " ; +aluatior ; +<le : ue l'as)e*t)rati:ue et *on*ret a ; t;)r; *ieuF)our les ;tudiants. %ous a+ons a**ord; une i ,)ortan*e)arti*uli<re auF , ises en situation, : ue *e soit au tra+ers de +i. nettes *lini:ues ou)ar des JeuF de rele. 'l ; tait en e//et /onda , ental de tra+ailler ense , =le,)arti*i)ants au *ours et eF- , ; , orants, a/in de , etre en ; +iden*e les as)e*ts *on*rets de nos)rati:ues)ro/essionnelles. 'l ; tait i ,)ortant ; .ale , ent de ne)as n; .li. er

des instants de « don ». Les étudiants ont aussi apprécié nos services, notre soutien personnel et nos efforts professionnels.

Pour notre part, la participation importante des étudiants, leurs remarques et réflexions et finalement l'évaluation des interventions se traduisent pour nous en autant de « contre-dons ».

Finalement, la construction du savoir lors des semaines de services juridiques linéaires au sein du groupe. #n/et, selon Paolo Freire, « un étudiant a un savoir particulier et c'est dans l'analyse des différents points de vue qu'il peut se construire la sagesse, l'extension du monde. Ainsi, les semaines se sont enrichies en apprenant. Pour cela, le service de l'université de l'Ontario a permis l'insertion professionnelle et l'extension du service.

Pour l'instant, –

Cette expérience est précieuse et nous allons la reconstruire. Toujours dans l'esprit d'une collaboration constructive et respectueuse des étudiants, nous pourrions alors encore nous enrichir de notre travail de formation et d'évaluation pour améliorer et développer notre contribution.

#n/et, il nous tiendrait à cœur de partager cette expérience avec d'autres intervenants universitaires, afin de partager d'autres services et d'autres apprentissages. #n/et, nous sommes convaincus que c'est également dans d'autres conférences et pourrait répéter d'autres étudiants et professionnels.

Par ailleurs, l'analyse est précieuse, l'impact du renforcement de la qualité de la systématique de l'université de l'Ontario, l'impact de l'analyse de l'impact de la systématique de l'université de l'Ontario, l'impact de l'analyse de l'impact de la systématique de l'université de l'Ontario.

#n/et, l'impact de l'analyse de l'impact de l'université de l'Ontario, nous avons soutenu : d'autres futurs étudiants, nous avons soutenu le projet. Ainsi, nous développons notre groupe en leur permettant de profiter de leur expérience, l'impact de l'analyse de l'impact de l'université de l'Ontario, une telle action n'a de sens que si elle est actualisée par les nouveaux professionnels, encore moins des rôles étudiants : pour que les services continuent toujours d'exister, il se doit de se reconstruire et se développer, l'impact de l'analyse de l'impact de l'université de l'Ontario.

"&1,5& 12.), '2* - 2- B), <25, - : '%&) *5& *0 - &'A *)9/ 2- '%& : ,253
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63 # (52, - , N, < ,)&'%1 & M,)2, I- ,42, D_U;25, N&'*2



B,49.)*(- :

of 10, en in t-eir , aintenan*e (Assis, 200A), , ost studies are related to international *ontefTs, /o*usin. t-e , iddle *lass or t-e a//luent)oulation. (e.ional , i.ration o/)oorest 1o , en see , s to eF-i=iit /eatures t-at e ,)-asiGe t-e i ,)ortan*e o/ net1orks to ensure t-eir sur+i+al and also t-e , aintenan*e o/ , i. ration.

Alt-ou.- in/or , al, t-e nort-eastern , i.rant's net1orks, -a+e *-ara*teristi*s o/ *o-esion and or.aniGation t-at in/luen*e dire*tly t-e *-an*es o/ su**ess o/ t-e ne1 , i. ration. As t-ey *an /a*ilitate a .ood)-ysi*al and)sy*-olo.i*al ada)ation, t-e net1orks also a//e*t t-e satis/a*tion o/ 1o , en in t-eir , i.rational)role*ts. &oreo+er, a la*k o/ net1ork, or t-e a=sen*e o/ si.ni/i*ant links, see , s to .enerate a , ore ne. ati+e *onnotation o/ t-is eF)erien*e. Wit- a , ore sustained dis*ourse, alt-ou.- a si , ilar , aterial and la=or *onditions .

'n /a*t, t-e , i. ration , o+e , ent o/ t-ese 1o , en itsel/)ro , otes and is, diale*ti*ally,)ro , oted t-rou.- a net1ork, t-at, e+en in/or , al, so , eti , es see , s to =e s)e*ialiged in a , i.ratory net1ork, 1it- =asi* and s)e*i/i* ran.in. ^ /ro , t-e /inan*in. o/ t-e tri) to t-e +ia=ility o/ e ,)loy , ent and -ousin..

#a*- ne1 , i. ration t-at takes)la*e, ea*- ne1 *-ara*ter t-at *o , es /ro , t-e sa , e *ity to (io de 5aneiro, =rin.s satis/a*tion and .enerates a kind o/ re*o.nition /or 1-o , 1-o -as *ontri=uted, , akin.)ossi=le t-e , i.ratory)role*t o/ ot-ers. W-o su**eeds in turnin.)ossi=le t-e ot-ers , i. ration de , onstrates a di//erentiated, =etter esta=lis-ed and , ore)rest.i.ous)osition in t-e net1ork. Con/i.urin. a diale*ti*al)ro*ess and re*)ro*ity. T-e , i.rants set out in (io de 5aneiro)ro+ides a =asis /or t-e ne1*o , ers *ontri=utin. si.ni/i*antly to t-eir)-ysi*al and)sy*-olo.i*al adjust , ent. \$n t-e ot-er -and, t-e ne1*o , ers eF)and t-e net1ork o/ t-e esta=lis-ed , i.rant in*reasin. -er *-an*es o/ satis/a*tion and re*o.nition.

T-e /a*t t-at t-e +ast , alority o/ t-ese 1o , en end u) in+ol+ed in a*ti+ities o/ lo1)rest.i.e and)ay, 1orkin. as nannies and , aids *an =e)artly eF)lained =y t-ese net1orks, sin*e , ost o/ t-e ti , e, e ,)loy , ent 1as , ade)ossi=le =y anot-er 1o , an o/ t-e net1ork t-at 1orks in t-e sa , e /un*tion and t-at -as only t-is uni+erse to eF)lore². W-i*- in one -and)oints to /unda , ental :uestions a=out 1o , enls 1ork and *ontinuities o/ .ender ine:ualities ^ =e*ause des)ite all t-e re*ent in*reases,)oorest 1o , en still -a+e little a**ess to edu*ation and, *onse:uently, to .ood lo= o))ortunities (DQA+ila %eto, %aGaret-, 200E). !ut on t-e ot-er, =rin.s an i ,)ortant de=ate a=out re.ional ine:ualities 1it-in a *ountry like !raGil, so t-at t-e salaries o/ t-ese , i.rant 1o , en, alt-ou.- *onsidered +ery lo1 =y t-e standards o/ t-e Sout-east^A, are)er*ei+ed as satis/a*tory =y t-e 1o , en 1-o re , ain in t-e nort-eastern inner *ities drea , in. and)lannin. to t-eir o1n , i. ration.

Added to t-is, t-e la*k o/ e ,)loy , ent o))ortunities in *ities like Pir)iritu=a (P!), li , ited to a /e1)la*es in t-e *ity -all, used to =e t-e , ain , oti+ation /or t-e , i. ration o/ t-ese 1o , en.

@o1 t-ose t-at 1e inter+ie1ed durin. t-e resear*-, %ort-eastern &i.rant Wo , en, *oordinated =y Pro/essor Dr &aria D!na*ialA+ila %eto, and ot-ers 1-o)arti*)iated in , y do*toral resear*-, de+elo)ed t-e)ro.ra , #C\$S-9F (5, a=out 1o , en /ro , a s , all 1it-in t-e *ity o/ Parai=a (P!) - Pir)iritu=a, 1it- a=out ten t-ousand in-a=itants - 1-o , i.rated to (io de 5aneiro - 1it- o+er /i/teen , illion in-a=itants.

² W-en lookin. at your 1ork)la*e is)er*ei+ed t-at is *o , , on to 1ork near=y, usually in t-e sa , e nei.-=or-ood. 'ndi*atin. t-e i ,)ortan*e o/ t-e net1ork to t-e +ia=ility o/ t-e 1ork and ti.-ten it u).

^A T-e a+era.e in*o , e o/ t-e , is =et1een one and t1o , ini , u , 1a.es. W-i*- is *urrently a , ont-ly .ain o/ 9.S. ^ A00.00 to ^ K00.00. #+en t-ou.- it looks a ne.li.i=le +alue,)ro+ides .uarantees /or t-ose 1-o -a+e t-eir /or , al *ontra*t =y e ,)loyers, and s-ould =e seen as so , et-in. , u*- , ore t-an an a+era.e o/ 9.S. ^ 60.00 re*ei+ed in t-e *ity o/ Pir)iritu=a (P!), /or eFa ,)le, =y t-ose 1-o .et a ti), takin. *are o/ t-e -ouse and *-ildren nei.-=ors, 1it-out any .uarantees

D2/4(//2* -

As a result, an increase in the number of people in search of better living conditions, and end up living in precarious situations. Living in areas of poor infrastructure and living in a dirty, polluted, unhealthy environment. The difficulties in the city and the cost of living - especially the rent, and the cost of food and rents (none of the above) is a positive way to live, a healthy environment. The use of services and autonomous activities - a good way to live in the labor market and start, especially, the redistribution process (Fraser, 2000). The art of the consumer, market services to be so special like in the market, regular, money and presents.

But this is not all. The participation and relevance in the networks for the possibility to feel the need, supported and at the same time, recognized - as winners - not just in the individual role, but in life.

R&0&)-4&/

ASSIS, T. S. (2004). *De Cris, a Jura, o Undo* ^ \$s no+os /luFos da)o)ulaDPo =brasileira: .>nero e rearranjos /a , iliares. 'n &A (T#S, A. C. e F" #'SC@# (, S. (or..) (2004). *Fronteiras cruzadas: etnicidade, gênero e redes sociais*. SPo Paulo: PaG e Terra.

!'"AC, #.D. (22E). 7>nero, /a , Rlia e , i.raD•es interna*ionais. 'n PATA ((A, %eide ". (*oord.). CoJJ]2JmLpfçfJ&-l...?]-f...ê?-Jf

D) (. (/ & , 1 * - . 21 12.) , - ' , - : - * --21 12.) , - ' , : * 5 & / 4 & - ' /
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63 L (4 , S4 , 44 % 21 ") , - 4 & / 4 , C) 2 / ' 2 - 21 & G 2 , - 1 ,) 4 * A 5 ' * B 2



I - ') * : (4 ' 2 * -

Adolescent drug use is often embedded within a context of socio-economic disadvantage and, any studies that have outlined social and cultural environments influencing adolescents' drug use (e.g., Anderson & Stewart, 2006; Dunne, 2004; S. Sin, 2006). In contrast, adolescents' use of alcohol, tobacco, and related products, on the other hand, is an area that has received little research attention, in particular as regards the use of alcohol and non-tobacco products by adolescents. Findings from these studies about the adaptation of alcohol and tobacco use in youth are inconsistent. Some studies indicate that minority youth status does not increase the likelihood of alcohol use (e.g., Atkinson-Poria, Pike, & Barrett, 2006; Umanah, 2006). Other studies indicate that minority youth status is associated with higher rates of alcohol use (e.g., Arslan, Oerulst, & Anderson, 2005; Paoliuk, Rigenko, Chan, & Antous, 2006; Uyen, 2006). Finally, recent studies conducted mainly in the United States and Canada, showed that minority youth reported higher rates of alcohol and tobacco use than their national peers, in spite of the fact that they lived under similar conditions and in the same socio-economic context (e.g., Fulin, 2006; Farina, 2006). The latter finding is related to the counterintuitive fact that although minority youth are socio-economically disadvantaged, they do not always correspond to their relative socio-economic status (e.g., Winkle, 2006; Winkle, 2006; Frank, 2006). Many studies showed the negative influence of socio-economic disadvantage on adolescent development (Dunne & Gunn, 2006; & Boyd, 2006), in particular as regards the inverse relationship between socio-economic status and drug use among adolescents (Cohen & Eys, 2002). Compared to non-minority youth, minority youth are more likely to work in low-skill occupations, and are more likely to work for low wages and have earnings that are less than those of their national counterparts (Sellen, 2006; Shan et al., 2000). In spite of socio-economic disadvantage, some studies showed that minority adolescents reported lower levels of drug use than non-minority youth (Anderson & Pan, 2006; S. Sin, 2006; S. Sin, 2006; S. Sin, 2006; S. Sin, 2006). The overall findings of the present study were: first, in the United States, minority adolescents reported lower levels of alcohol and tobacco use than their national counterparts; second, in the United States, minority adolescents are less likely to use drugs in general, compared to their national counterparts.

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University of Padova

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Participants

Data were provided by a sample of 2,000 adolescents attending middle schools in Italy. Adolescent participants were from the first to the last year of the Italian middle school system. The average age was 12.2 years (SD = 0.6). The sample was 50% male and 50% female.

As regards country of origin, 200 students of the sample did not indicate their country of origin, 1,000 students did not indicate their country of origin (20% of the students were born in Italy), 1,000 students did not indicate their country of origin (20% of the students were born in Italy). As regards family composition, 1,000 students reported they do not have a mother, father or they never see her and 600 students reported they do not have a mother or they never see her. These variables were excluded from the study analysis. In the sample used for the present study (N = 2,000), 1,000 students (50% of the sample) had at least one foreign parent.

Measures

Family composition, parent status was based on the country of the adolescent and his/her parents were born. Based on these items, we created three variables: Italian adolescents (born in Italy / or, not Italian native parents) and Italian adolescents (foreign born / or, at least one foreign parent). To measure SES we used: family affluence and parental educational level. *Family Affluence* was measured by the Family Affluence Scale (FAS; Currie, Houton, Todd, & Platt, 2002). *Parental educational level* was measured for mothers and fathers.

Marijuana use was measured as follows: "Have you ever taken marijuana in your life?" (responses were / or, (never) to 1 (60 times or more)). We used a dichotomous measure: (at least one time) and 0 (never).

Other illicit drug use was measured using the following items: "Have you ever taken so-called 'hard drugs' in your life?" (responses were / or, (never) to 1 (60 times or more)). We summed the nine items to obtain a unique variable about illicit drug use and we recoded this variable as a dichotomous measure: (at least one time / or at least one drug) and 0 (never).

Results

With regard to SES, results showed that Italian adolescents' family affluence ($F(1, 20) = 0.66, p > 0.05$) and their parental education level ($F(1, 20) = 0.00, p > 0.05$) were not significantly different.

In this respect, we found that Italian adolescents reported lower levels of marijuana use ($\chi^2(1, 20) = 0.00, p > 0.05$) and other illicit drug use ($\chi^2(1, 20) = 0.00, p > 0.05$) than Italian native adolescents. 10% of Italian native adolescents tried to use marijuana in comparison to 20% of Italian adolescents. Similarly, 20% of Italian native adolescents tried to use other illicit drugs in comparison to 20% of Italian adolescents.

Ta=le . Des*ri)ti+e statisti*s on de , o.ra)-i*s, dru. use, /a , ily and)eer /a*tors *o ,)arin. i , , i.rant and non i , , i.rant adoles*ents.

	TOTAL SAMPLE	BORN IN ITAL!	"OREIGN WITH AT LEAST ONE "OREIGN PARENT	BORN T&' / ' , '2/ '24
M&, - XSDY				
A.e	L. 2 (.K0)	L. E (.K0)	L.EA (.K0)	F(, 20 L)m2.EK\$)n.0
Parental edu*ational le+el	2.M0 (0.2A)	2.LA (0.20)	A.EA (.0)	F(, EM2)m ML.K0\$)n.00
Fa , ily a//luen*e	2.2K (.KE)	2.AA (.K2)	M.K (.LE)	F(, 20)m A .66\$)n.00
ender (, ale b)	KK.2b (AA2)	KK.2b (2 K)	KK. b (2A)	% ² (, 202A)m0.0 \$ n.s.
&arijuana use	AK.Ab (LA6)	AL.2b (KME)	2K.2b (62)	% ² (, 202)m L.KA\$)n.00
\$t-er illi*it dru.s use	2A.Kb (6K2)	26.Lb (660)	2.Eb (22)	% ² (, 2E2)m A. M\$)n.0

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T-e ai , ol t-e)resent study 1as to analyGe 1-et-er, in s)ite ol /so*io-e*ono , i* disad+anta.es, i , , i.rant adoles*ents re)ort lo1er le+els ol dru. use as *o ,)ared 1it- non i , , i.rants (A*e+edo-7ar*ia et al., 200ES 7eor.iades et al., 200K\$ @arker, 200).

(esults s-o1ed t-at i , , i.rant adoles*ents /a , ilies 1ere *-ara*teriGed =y lo1er /a , ily a//luen*e and -i. -er)arental edu*ation le+els t-an non i , , i.rant adoles*ents. We /ound t-e -y)ot-esiGed e*ono , i* -ards-i) /or i , , i.rant adoles*ents (S*-ellen=er., 2006\$ 3-an et al., 2000).

Wit- re.ard to dru. use, t-e results ol t-e)resent study *on/ir , ed t-e i , , i.rant)aradoF -y)ot-esis. We /ound t-at i , , i.rant adoles*ents re)orted lo1er le+els ol , arijuana and ot-er illi*it dru. use t-an 'talian nati+e adoles*ents (A*e+edo-7ar*ia et al., 200ES 7eor.iades et al., 200K\$ @arker, 200).

Future resear*- s-ould analyGe t-e)ro*esses t-at lead to ada)ti+e and =etter out*o , es a , on. i , , i.rant adoles*ents in order to =etter understand 1-i*- /a*tors eF)lain t-e i , , i.rant)aradoF.

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A*e+edo-7ar*ia, D., Pan, 5., 5un, @., \$sy)uk, T. ", ? # , , ons, 3. &. (200E). T-e e//e*t ol i , , i.rant .eneration on s , okin.. *Social Science & Medicine*, K , 22A- 262.

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 + ,)' - &) ; 2*5& - 4& +)& ; & - '2* - +) * .) , 1 2- , - 21 12.) , - '
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B,49.)*(- :

In the United States, the evolution of violence against individuals is steadily increasing. Currently, about 2.8 billion of the nation's population live in Asia (Carter, 2002). The Asian population is the fastest-growing minority group in the United States. Despite the evolution in violence, research on intimate partner violence (IPV), also known as domestic violence, against Asians is particularly rare, limited. This limitation, in turn, makes it difficult to develop empirically-informed IPV prevention and intervention programs for immigrants and populations. Analyses of reported violence cases consistently document an overrepresentation of Asians (40% of total cases; Doherty, 2002). For example, a boy of 10 years old killed in IPV-related violence in California's Santa Clara County where Asian Americans comprised only 1.6% of the county's population. \$/ 10 years old and children killed in IPV-related violence in Massachusetts in 2002, about 10% Asian Americans represented only 2.6% of the state's population. The higher IPV-related violence rates among Asian Americans all for urgent intervention efforts.

T%& S% , -'2 P)*J&4'

To address this area in research and intervention programs, we developed and implemented a theoretically-informed, empirically-based IPV prevention program in an Asian Indian immigrant community in the Detroit Area of the State of Michigan. The cause of the enormous socio-cultural variations in the Asian or Asian Indian population (from 1% to 10% of the population) of Asian Indians, particularly in the western region of India and the Indian diaspora (7.4 million). The Asian Indian community called the Shanti Project, builds on the notion of *shanti* (peace and harmony), a universal value and strength of the 7.4 million.

7.4 million are one of the largest subgroups of the Asian Indian population in the nation and region. They are often regarded by other Indian groups as a pioneer in achieving a majority status. The decision to focus on the 7.4 million community reflected a recognition of their leadership position. Furthermore, the 7.4 million uphold a strong value of non-violence, as practiced by the 7.4 million, and in addition, they are often considered to develop an IPV prevention program, that is grounded in the community's strengths and consistent with its socio-cultural context. In the fall of 2002, we began working with a group of interested community members and leaders to develop a community-based IPV prevention program. The Asian Indian community used a community-based approach, assess

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media to disseminate key messages and local activities to promote interpersonal interaction. We drew from, /ro, /e, inist theory, social exchange theory, theory of planned behavior, and social cognitive theory and applied social marketing approaches. The program was aimed at creating a sense of unity and solidarity, denouncing 'P0', promoting egalitarian attitudes and behaviors in interpersonal relationships, and encouraging bystanders to confront abusive behaviors.

C% 55& - .&/

Development and implementation of a theoretically-, empirically- and community-based 'P0 universal intervention program is a filled initiative, any challenge. #s) especially in the working in an individual, iritant community, the authority of empirical data, untested applicability of exchange theories to these sensitive target community, and difficulty translating certain Western concepts into the target language. An exchange program. At the time, we began our role, a large section of the community, leaders and leaders denied or minimized the seriousness of the problem, of 'P0 in the community. Thus, an additional challenge was to find a way to address a topic that is largely regarded as taboo. We used a wide range of participatory methods, intentionally and continuously involving community leaders and other stakeholders in various stages of the role. These participatory approaches emphasized our commitment to the organization of development. Socio-culturally relevant and sustainable 'P0 intervention strategies, including a one-to-one training, evaluation of community leaders, and the role of the role tries to promote.

S'), '& .2&/

The program was used to ensure ongoing community involvement and leadership as the established element of a Community Action Team (CAT). We recruited individuals who are diverse in age, education status, and educational level. Participants were trained and ongoing working sessions and additional training sessions, CAT leaders played a central role in planning, development and implementation of the intervention program.

Conducting formative research was another important way to incorporate community's voices and experiences into the intervention program. We assessed community leaders and leaders' knowledge, attitudes, beliefs and behaviors (3A!) regarding 'P0 using multiple data collection methods, including individual interviews, and written surveys. Respondents tended to define 'P0 narrowly, focusing on physical violence and deny or minimize the relevance of 'P0 and its impact in the community and view 'P0 as a private matter rather than a community issue. In addition, a majority of respondents were in degrees of tolerance and/or justification of violence against women.

Although the findings from formative research were generally consistent with those of previous studies among Asian and Asian Indians (Dasgupta & Warrier, 2002 & Donnell & Adulla, 2002 & Joshi et al., 2002, 2002) (Ara et al., 2002; Dasgupta & Warrier, 2002; Joshi et al., 2002; Joshi et al., 2002), it included additional cultural factors to be addressed in the intervention program, such as the awareness of women's respondents repeatedly mentioned that although 'P0 is not discussed openly among community

, e , =ers, t-ey tend to .ossi) a=out lo , en 1-o -a+e =een a=used. T-e res)ondents sa1 t-at .ossi)in. 1as
-inderin. not only sur+i+ors) -el)-seekin. =ut also *o , , unity , e , =ers) *andid dialo.ue a=out 'P0 as a
*o , , unity)ro=le , . T-is in/or , ation)ro ,)ted us to address t-e di//eren*e =et1een .ossi) and dis*ussion t-at
)ro , otes a1areness a , on.)eo)le in one)s so*ial net1ork, and to desi.n *a ,)ai.n , essa.es and a*ti+ities to

of a .e, .ender, edu*ation, or so*ioe*ono , i* status\$ and t-e =est 1ay to =e res)e*ted is not t-rou . -)o1er and
*ontrol =ut 0

4

SOCIAL VULNERABILITIES

-

VULNERABILITES SOCIALES

B(25:2- . 4* 1 1 (-2'3 4 , + , 42'3F , 4* 1 +)&%&- /2; & 4* 1 1 (-2'3 , ++)* , 4% 0*) / *42,5 :&; &5*+ 1 &- ' * - +* ;&)'3 02 . %'2- .

63#* , * A . (2,)¹



T-is)a)er des*ri=es and re/le*ts on an entre)reneurial)ro*ess o/ t-e Portu.uese %7 \$ \ \$ son-o] ai , in . to /i. -t)o+erty, in Set{=al (P\$ (T97A").

R&/&,)4% 1&'%* :

We used a ,ulti- ,et-od a))roa*- , usin. t-e naturalisti* , et-od. We lere)art o/ t-e a*tion resear*-)ro*ess. T-e te*-ni:ues used lere)arti*)ati+e o=ser+ation, in/or , al inter+ie1s and study o/ re)orts and ot-er do*u , ents. 't took t1o years in /ollo1in. and)arti*)atin. in t-is)ro*ess (200L-2002).

\$=le*t o/ study: *o , , unity inter+ention o/ \ \$ son-o] in its .eo. ra) -i*al area.

C* 1 1 (-2'3 C* - '&>'

Set{=al is a *ity 60 k , s /ar /ro , "is=on (P\$ (T97A"). T-e .eo. ra) -i*al area /or inter+ention -as t-ree di//erent su=-areas: ur=an, so*ial nei. -=or-oods and rural. T-ey are *onti.uous)la*es in t-e su=ur=s o/ t-e *ity. T-e ur=an and so*ial nei. -=or-ood areas -a+e a lar.e nu , =er o/)eo)le une ,)loyed and lo1 in*o , e /a , ilies and 1it- lo1 le+els o/ /or , al edu*ation. T-e)o)ulation in rural areas are , ostly adult and elderly)eo)le, so , e also 1it- lo1 le+els o/ litera*y.

E-')&+)&-&()/ %2+ P)*4&//

\ \$ son-o], in its early =e.innin.s, o)ened in 2M0 a kinder.arden /or *-ildren in t-e su=ur=s o/ Set{=al. 't .re1 slo1ly, so t-ey started to o//er /ree ti , e a*ti+ities /or *-ildren =et1een A and E years in 22E, and *radle *-ild su))ort /or *-ildren =et1een 0 and 2 years old in 222. Fo*usin. its 1ork on *-ildren durin. t-e /irst E years, \ \$ son-o] *ondu*ted a ne1 entre)reneurial)ro*ess sin*e 200E, 1-en it 1as *-osen to re)resent Setu=al:s %7 \$s in t-e "o*al So*ial A*tion Coun*il.

"o*ated in a .eo. ra) -i* area 1-ere /e1 so*ial inter+ention)ro.ra , s 1ere rea*-in. out, t-ey a))lied /or a /or , al)artners-i) 1it- t-e %ational So*ial Se*urity 'nstitute /or i ,)le , entin. t-ese nei. -=our-oods t-e national)ro.ra , \So*ial 'nte.ration 'n*o , e] (S'). So, in \$*to=er 200L t-e tea , started to su))ort lo1 in*o , e /a , ilies in

%7 \$ \ \$ son-o] ai , in . to /i. -t)o+erty, in Set{=al (P\$ (T97A")

their social, professional and community interaction ^ on dimensions like employment, training, education, housing, rights and duties, and others.

This journal analyzed and sorted the lack of resources and opportunities at the local level, in areas like education, training, and other assets. As resources /or /a ilies, like personal belongings and other assets (clothes, electrical appliances, furniture, etc.) were found to be important for the interaction process, [son-] started to build the foundations /or a social store, reinvesting these kind of assets /or /a ily support.

The lack of training and educational journals was also evident. So, 200M was the year to build partnerships and get started with education and training journals: 'T' professional training and education (1it- FS'T) alternative educational journals /or adults (1it- FS'T) and literacy journals (1it- #ducation & industry local development).

Three other journals also started in 200M: "Local Contract /or Social Development", "Credit and Community Programs /or Food Support". "Local Contract /or Social Development" is a national journal, aimed to fight poverty and social exclusion, implemented by local NGOs, and built around 6 major lines: employment, training and qualification, family and parenting intervention, community and institutional activities in/ or, action and access ('T' ^ directed to youth- (in Set{=al). A partnership was also established with a Portuguese NGO to enable the collaboration to benefit /or , , investment, since [son-] ensured the settings /or A%DC (National Association /or the (i. -t of Credit) to develop its work with local NGOs. The Community Programs /or Food Support was another partnership that allowed the organization to provide the families /ood supplies. In times of crisis, /ood supplies needs have increased and a partnership with the local NGO Ali, Entar =e*a, e, more relevant /or support. Local NGOs /a ilies throughout difficulties. [son-] also collaborated at the local level in the National Programs, Solidarity Support, ent /or the [lderly], run by Social Security Institute.

In 2002, a year marked by the international crisis and with increasing consequences on local unemployment and families in the [son-] developed and strengthened the /ood support journal /or /a and was granted a Professional Intervention [li*e, /ro, the National Institute /or # ,)loy, ent and Professional Intervention. Due to a partnership with FS'T (Foundation /or Reading, Intervention Technology) it was also possible to create a distance learning journal, and training /or trainers journal, .

D2/4(//2*-

We analyse this process according to the major topics: the entrepreneurial experience and poverty /i. -tin. intervention.

The entrepreneurial process is social and several factors contribute to its success. Nevertheless, the reflection on a level =asi* elements. The crucial element was the possibility to participate in decision-making. In "Local Social Action Council. This participation =rou. -t a , more consistent knowledge about social intervention networks and

progras and -el)ed to =roaden its /o*us /ro , *-ildren to /a , ilies and later on to trainin. 't also -el)ed t-e
or .aniGation to =uild , ore *onsistently a *riti*al a1areness on t-ese , atters.

Anot-er ele , ent is t-e *reation o/ a tea , /o*used on inno+ation ^ s , all tea , s oriented to inno+ati+e solutions to
*o , , unity de+elo) , ent ^ and also on inte.ratin. tea , s and)role*ts inside t-e or .aniGation and net1orks
(Cas- , #arl, and &orison, 200M). T-ese tea , s s-ould -a+e /leFi=ility and *)a*)ity to sear*- /or ne1 solutions and
s-ould =e su))orted =y leaders (Dru*ker, 200). T-is i ,)lies -a+in. a dis*o+ery-dri+en)lannin. orientation,
=ased on an a*tion-resear*- a))roa*- (A. uiar e &oniG, 200K). T-e)ossi=ility to de+elo) t-ese *)a*)ities 1as
essential to sear*- /or, de+elo) and i ,)le , ent ne1)role*ts in t-e .eo.ra) -i*al area initially de/ined.

T-ere/ore, /indin. ne1 1ays to su))ortin. t-e institutions t-at ai , so*ial inno+ation, and not only s)e*i/i*
)role*ts , i. -t=e a .ood solution (C-a+is, Trent, Cro*ker, Fatire .un, and &a-on, 200L) to /oster its *)a*)ity to
=oost t-ese dyna , i*s /or so*ial *-an .e.

T-ese initiati+es 1ere *reated =uildin. di//erent ty)es o/)artners-i) and *olla=oration, in order to =uild *)a*)ity
(*). !utter/oss, 200L). So , e 1ere =ased on su+=entions /ro , .rart , akers like So*ial Se*urity 'nstitute and
'nstitute /or # ,)loy , ent and Pro/essional Trainin. ^ /or)ro.ra , s like So*ial 'nte.ration 'n*o , e, "o*al Contra*t
/or So*ial De+elo) , ent and Pro/essional 'nte.ration \$//i*e\$ so , e 1ere =ased on o1n , ana .e , ent, like
3inder .arden, /ree ti , e a*ti+ities /or *-ildren, *radle *-ild su))ort, so*ial store (added 1it- so , e .rants)\$ and
so , e =ased on an outsour*in.)artners-i) , 1-ere \ \$ son-o])lays a /ollo1 u) , ana .e , ent role, like , i*ro*redit,
litera*y, trainin. and edu*ational)ro.ra , s. T-ese)artners-i)s and *oalitions *learly i ,)ly di//erent intensities
and /un*tional roles (! utter/oss, 200L).

So, \ \$ son-o] -as =een)layin. a , ediator role , .er.in. so*ial inter+ention and de+elo) , ent)ro.ra , s in se+eral
areas (edu*ation, trainin. , /a , ily su))ort, et*.) 1it- t-e lo*al needs /or de+elo) , ent ^ takin. on a *o , , unity
de+elo) , ent a*ti+e role in /osterin. o))ortunities /or de+elo) , ent and so*ial *-an .e.

T-e se*ond to)i* is)o+erty /i. -tin. inter+ention. 'n t-e /irst)la*e, 1e s-ould a*kno1led.e t-at)o+erty is a
, ultidi , ensional)-eno , enon (%arayan, Patel, S*-a/l/t, (ade , a*-er, and 3o*--S*-ulte, 222\$ Sousa,
@es)an-a, (odri.ues e 7rilo, 200L).

So, t-e set o/)ro.ra , s .enerated =y t-is entre)reneurial)ro*ess -as =rou. -t out se+eral ans1ers to)eo)le's
needs. Considerin. t-e E , alor areas t-at lo1 in*o , e /a , ilies *onsider to =e *ru*ial /or t-eir de+elo) , ent
(%arayan, Patel, S*-a/l/t, (ade , a*-er, and 3o*--S*-ulte, 222), 1e s-ould a*kno1led.e t-at S'')ro.ra ,
intends to address all E di , ensions ^ Oulnera=ility to risk, in*)a*)ity to =e -eard and)arti*i)ate\$ la*k o/
e ,)loy , ent, in*o , e , -ousin. and *lot-es\$ la*k o/ a**ess to -ealt- *are\$ la*k o/ a**ess to edu*ation. @o1e+er,
t-is)ro.ra , it is a startin.)oint to su))ort /a , ilies, 1-o need ot-er *o , , unity-=ased and ada)ted solutions.
So , e o/ t-e solutions de+elo)ed address t-ese di , ensions: S'' , trainin. and edu*ational)ro.ra , s ^ /or
#du*ation\$ S'' ^ @ealt-\$ S'' ^ /or la*k o/ +oi*e and)arti*i)ation\$ S'' , Pro/essional 'nte.ration \$//i*e, "o*al
Contra*t /or So*ial De+elo) , ent and so*ial store ^ /or e ,)loy , ent and in*o , e , -ousin. and)ersonal
=elon.in.s.

C*-45(/2* - /

This study allowed us to have a more deeper understanding of community health interventions. Therefore, we may conclude that the 75% of respondents gradually have more confidence in their local area, through the renewal process, which is a process built little by little (Drucker, 2000) and it takes time and effort so that an active community and social organization is built. Community health interventions, focusing on children, families, and training and education.

It is also important to lay out a role of a catalyst and mediator between national and local needs and interests. It is important that the created settings and solutions meet their needs and that they are still relevant in this territory.

It is also important to state that establishing strategies and partnerships and used on innovation and integration are also relevant factors, as well as participation and integration of networks of community institutions that work around these issues and develop a more collaborative and sustainable coalitions (Lutteross, 2004) and maintain community organizations and community activities.

Partnerships are therefore important (Lutteross, 2004), and more confidence in community activities at the local level are an important way to maintain policies and programs to families and communities needs and development.

"('()& R&/&,)4%

Future research on issues like the crucial elements that enabled organizational activities to develop an entrepreneurial process and, in turn, results and strategies used.

R&/&,)4% 5212', '2* - /

The main limitations of the research are the participative role that also enabled the action research, et-od.

T%, -9/ '*

The board and the collaborators of the study.

R&0&)-4&/

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$E > +5^*)^2 - . : 21 \& - / 2^* - / * 0 1 , / 4 (52 - \& / (6J \& 4'2; 2'3 ; 2^* 5 \& - 4 \& , - : . \& - : \&) \& H (, 52'3 2 - , .) * (+ * 0 1 \& - A \% * \& > \&) 42 / \& ; 2^* 5 \& - 4 \& 2 - ' \% \& 2) , 00 \& 4'2 ; \&) \& 5 , ' 2^* - / \% 2 + /$

63 A :) 2 , - * B \& 2) , / 1 \& L \& * - *) M C , - ' \&) , ^ 2



&akin. t-e , as*uline su=le*ti+ity into a resear*-,)ro=le, atiGation and inter+ention su=le*t is a relati+ely re*ent e+ent. 'ts +isi=ility is i ,)ortant /or t-e in*rease o/ e//i*a*ious a*tions\$ /ollo1in. t-e *onsiderations a* -ie+ed in t-e 9nited %ations Con/eren*es (Cairo, 226 and !eilin., 22E) ^ in ter , s o/ inter+ention and)u=li*)oli*ies related to +iolen*e. T-e o=le*ti+e o/ t-is study is to eF)lore t-e relations-i) =et1een t-e)ro*ess o/ su=le*ti+ity, , as*ulinites and +iolen*e\$ and re/le*tin. t-e *onstru*tion and de*onstru*tion)ro*ess /or , en 1-o eFer*ise +iolen*e in t-eir a//e*ti+e relations-i)s in *ontefTs o/ .rou) inter+ention. 't also ai , s to interle*t a *riti*al +ie1 on t-e dis*ursi+e)ra*ti+es t-at su=le*ti/y t-e , and in/luen*e t-e la1s and assistan*e)ro.ra , s dire*ted to t-ese su=le*ts. T-e , et-odolo.y is)arti*i)atory\$ t-e , et-od =ein. used is :ualitati+e. 't is *ondu*ted t-rou.-)arti*i)ant o=ser+ation and in-de)t- se,i-stru*ted inter+ie1s. T-e in+esti.ation 1as)er/or , ed t-rou.-)arti*i)atin. o=ser+ation and inter+ie1s 1it- , en 1-o)arti*i)ate in a re-a=ilitation .rou) /or , en 1-o -a+e eFer*ised +iolen*e in t-eir a//e*ti+e relations-i)s. T-ese re/leFi+e and t-era)y .rou)s are *ondu*ted 1eekly and *oordinated =y)sy*-olo.ists. 'nter+entions 1ill o**ur t-rou.- t-era)uti* *on+ersations or dyna,i*)re+iously de+elo)ed. T-e analysis o/ t-e data -ad =een o=tained utiliGin. An.lo-SaFon dis*ourse analysis (ideolo.i*al and r-eteri*al analysis) and dialo.ue 1it- t-e t-eories 1-i*- =ase t-is in+esti.ation (, as*ulinity, :ueer t-eory,)er/or , ati+ity, su=le*ti+ity studies, /e , inist t-eories, dis*ursi+e)sy*-olo.y, so*ial *onstru*tionis ,).As initial results, 1e *an say t-at t-e .rou) -as .i+en t-e)arti*i)ants a .reater *onta*t 1it- t-eir e , otions, t-e understandin. o/ +iolen*e as a)ro*ess, alternati+e , e*-anis , s /or *ontainin. +iolen*e, de*onstru*tion o/ idealigations and essential, askin. t-e , sel+es /or t-e traditional .ender's roles, *onta*t 1it- t-eir o1n +ulnera=ility. 'n ot-er 1ords, .i+in. to t-e , t-e /irst ste)s /or t-e *onstru*tion o/ su=le*ti+ity t-at -el) t-e , inte.rate t-e *o ,)leFity and di+ersity o/ -u , ankind and to *ease +iolen*e. T-e re/leFi+e dee)enin. and result analysis in)ro*ess in t-ese :uestions it 1ill *ontri=ute t-rou.- t-e =etter , ent o/ assistan*e)u=li*)oli*ies and t-e)ossi=le refine , ent o/ le.islations a=out +iolen*e.

P-D Student in So*ial Psy*-olo.y at 9ni+ersidad Autxno , a de !ar*elona, S)ain. &A#-A#C'D S*-olars-i) Pro.ra , . # , ail: adriano=e j . , ail.*o ,

2 Professor at 9ni+ersidad Autxno , a de !ar*elona, S)ain. # , ail: leonor.*antera j ua=.es

l-'* : (4'2*- , -: B,49.)* (- :

We need to relate t-e studies on +iolen*e and t-e studies in , as*ulinity /or a , ore e//i*ient and a))ro)riate understandin. ol , ale +iolen*e a.ainst lo , en(Machado, 2001, Villaseñor Farías & Castaneda-Torres, 2003, Minayo, 2005, Ramirez 1999, Ramirez 2005).. 'n re*ent years, a/ter indi*ations /ro , t-e 'nternational Con/eren*es on Po)ulation and De+elo) , ent, or. aniGed =y t-e 9nited %ations (9%) in Cairo (226) and !eiin. (22E) on -o1 to 1ork 1it- , en in di//erent areas, an in*rease ol /u=li* attention on areas in*ludin. , ale seFual and re)rodu*ti+e ri. -ts,)aternity and)arentin. , , ale -ealt- and +iolen*e, resear*- and /u=li*)oli*y in +arious *ountries o**urred. 'n 2002, a 7lo=al Sy ,)osiu , in (io de 5aneiro 1as -eld 1it- t-e)arti*)ation ol /%7 \$s /ro , MO *ountries to dis*uss t-e en. a. e , ent ol , en to)ro , ote .ender e:uality.

&any ol t-ese *ountries, in +aryin. *onditions,)ro , ote inter+ention 1it- , en 1-o are)er)etrators ol +iolen*e in addition to i ,)le , entin. di//erent initiati+es 1it-)ersons 1-o are +i*ti , s in t-ese in*idents.

't is i ,)ortant to *lari/y t-e di+ersity ol ter , s used to de/ine , ale +iolen*e .rou)s. We /ind su*- ter , s as \re-a=ilitati+e], \edu*ational], \)sy*-o-edu*ational], \re/leFi+e], and \t-era)eut[*]. T-e +ariety is related to t-e t-eoret*al a))roa*- and t-e o=le*ti+es ol t-e .rou).

T-e /irst re-edu*ation, re-a=ilitation, and re/leFi+e .rou)s 1it- , ale)er)etrators ol +iolen*e =e.en in t-e 9SA and Canada to1ards t-e end ol t-e L0s and t-ey -a+e sin*e , ul)i+ed in , any *ountries under +arious t-eoret*al)ers)e*ti+es and /or , ats. \$n t-ese years, se+eral aut-ors -ad done studies a=out inter+entions 1it- , en 1-o -a+e a=used, like Corsi (226)\$ Ada , s ? Cayouette (2002)\$ %as*i , ento (200)\$ Corsi, Do- , en, Sot;s ? & ;ndeG (200K)\$!eiras, CLR , a*o, "odetti, "a.o ? Toneli (200L), "i , a, !u*-ele ? Cli , a*o (200M), I uinteros-Turinetto ? Car=alosa-Oi*ente (200M), Toneli, !eiras, Cli , a*o ? "a.o (20 0).

A , a/or *on*ern relates to +iolen*e a.ainst lo , en. C-an.es 1ere , ade in t-e la1s ol #uro)ean and A , eri*an *ountries, in re.ard to le.islation on .ender +iolen*e. 'n so , e ol t-ese la1s t-e)enalty a.ainst any do , esti* assault +iolen*e =e*a , e , ore ri.id, 1it- stron. *ri , inaligation ol t-e one 1-o eFer*ises t-e +iolen*e.

'n t-is *onteFt, dis*ussions a=out t-e identity ol t-ose 1-o *o , , it a*ts ol +iolen*e -a+e .ained , o , entu , , alt-ou. - o/ten still as a)art ol *on*e)tions ol =e-a+ior. #F)lanation like)sy*-olo.iGin. and)at-olo.iGin. -as =een used in di//eren*e 1ays. !ot- in t-e le.al /ield as in t-e so*ial assistan*e, i/ 1e t-ink a=out dis*ursi+e)ra*ti*es, t-ere is a)rodu*tion ol , ale identity in+ol+ed in +iolen*e. t-is)rodu*tion is)resent in t-e , edia and dis*ussed at +arious /oru , s on)u=li*)oli*y and also a))ears in *-an.es in t-e la1s ol ea*- *ountry.

G* ,5/

T-is in+esti.ation is deri+ed /ro , a P-D T-esis (still in)ro*ess). 'n t-is *o , , uni*ation, 1e 1ant to)resent t-e idea ol t-is study and so , e initial)oints a=out t-e relations-i) =et1een t-e identity)ro*ess , , as*ulinity and +iolen*e, re/le*tin. on t-e *onstru*tion and de*onstru*tion ol identity ol , en 1-o -a+e eFer*ised +iolen*e in t-eir a//e*ti+e relations-i)s, 1-en t-ey)arti*)ate in a .rou) inter+ention)ro*ess. We 1onder, 1-at is an qa. .ressorq or qa=usi+e , anqC W-at lin.uisti* resour*es are a*ti+ated on so*ial intera*tion /or t-e *onstru*tion ol t-is su=le*tc W-at .ender issues are in+ol+edC T-e o=le*ti+e ol t-is resear*- is not to +i*ti , iGe or *ri , inalige t-e , , =ut *ast a *riti*al +ie1 on t-e dis*ursi+e)ra*ti*es t-at *onstitute su=le*ti+ities and in/luen*e la1s and 1el/are

pro. ra, s dire*ted at t-ese su=le*ts. We want to understand -o1 t-ey are *onstru*ted in so*ial intera*tion and 1-at kind o/ attention is =ein. .i+en =y)sy*-olo.y as a /ield o/ studies. Anot-er intention is to re+eal t-e ideolo.gies, su=le*ti+e)ro*esses o/ identity and .ender as)e*ts in+ol+ed on t-is)ro*ess.

Considerin. all t-is, t-e resear*- is .uided =y t-e lollo1in. resear*- : uestion: *what kind of masculine identities are constructed and deconstructed on a process of intervention with groups of men who are violent? What are legal implications and what kind of gender constructions are influencing this process?*

M&'%* : *5* .3

T-e , et-odolo.y is)arti*)atory\$ t-e , et-od =ein. used is :ualitati+e. 't 1as *ondu*ted t-rou.-)arti*)ant o=ser+ation and in-de)t- se , i-stru*tured inter+ie1s (a))lied on t-e =e.innin. o/ t-e)ro*ess .rou) and a/ter t-e .rou)is end).

T-ese re/leFi+e and t-eray) .rou)s used /or sa ,)lin. 1ere *ondu*ted 1eekly and *oordinated =y)sy*-olo.ists. 'nter+entions o**ur t-rou.- t-eray) euti* *on+ersations and .rou) dyna , i*s de+elo)ed)re+iously. T-e analysis o/ t-e data 1ill =e o=tained utiliGin. An.lo-SaFon dis*course analysis and/or narrati+es studies, in dialo.ue 1it- t-e t-eories 1-i*- =ase t-is in+esti.ation (, as*ulinity, :ueer t-eory, su=le*ti+ity studies, /e , inist t-eories, dis*ursi+e)sy*-olo.y, so*ial *onstru*tionis ,).

T-e)arti*)ants 1ere , en o/ di//erent a.es and e*ono , i* *onditions, ne*essarily)arti*)ants in t-ese re/leFi+e and t-eray) .rou)s, 1-o -a+e used +iolen*e in t-eir relations-i)s. Parti*)ation in t-e .rou) 1as +oluntary, =ut so , e)arti*)ants 1ere already su=le*ts o/ le.al)ro*eedin.s =e*a+e t-ey -ad =een denoun*ed =y t-eir)artners and 1ere stron.ly , oti+ated to .o to t-e .rou) /or t-is reason in)arti*)ular. We are interested in t-e)ossi=le *-an.es on t-eir su=le*ti+e identities in/uen*ed =y t-eir)arti*)ation in t-e .rou) inter+entions and)ossi=le dis*ursi+e *-an.es.

'n t-is in+esti.ation, 1e want to e ,)-asiGe a di//erent)ers)e*ti+e to understand , en 1-o eFer*ise +iolen*e, *ontrastin. essentialist and)at-olo.iGin. *ontri=utions and -eteronor , ati+e in/uen*e)resented in t-e literature on t-e)er)etrator o/ +iolen*e. T-is study =rin.s t-e)ossi=ility o/ de*onstru*tion o/ di*-oto , ies re/le*tin. a=out t-e i ,)li*ations o/ t-e)ro*ess o/ su=le*ti+ation and t-e 1ork 1it- .ender +iolen*e.

To *ontinue, 1e want to *o , , ent =rie/ly a=out so , e initial)er*)e)tions o/ t-e .rou)is eF)erien*e. 'n t-e .rou), t-e =la , in. o/ 1o , en /or all t-e +iolent a*ts o**urred in t-e relations-i))re+ails. 'n t-is sense, 1e 1ork -ardly to , ake t-e , *ons*ious a=out t-eir o1n res)onsi=ility /or t-eir +iolent a*tions. T-is 1as a *onstant 1ork and t-e /irst ste) /or a**ounta=ility and *-an.e. Anot-er i ,)ortant)oint 1as t-e *onta*t 1it- t-eir)ersonal e , otions. T-is 1as a)ro=le , /or , any o/ t-e , 1-o *ould not say 1-at t-ey /elt in di//erent situations *onstantly. T-ey rarely -ad any attention to t-eir /eelin.s. 'n *onse:uen*e, e , otions are eF)ressed in di//erent 1ays =y atta*ks a.ainst ot-ers or so , ati* ail , ents. T-e .rou) allo1ed t-e , to =e*o , e a1are o/ all t-is and to de+elo) di//erent 1ays to eF)ress e , otions 1it-out t-e use o/ +iolen*e, i ,)ro+in. t-eir inter)ersonal *o , , uni*ations.

T-e .rou) inter+ention =uilds a ne1 so*ialiGation eF)erien*e /or t-ese , en, de*onstru*tin. traditional +ie1s o/ , as*ulinity, t-e relations-i) =et1een , as*ulinity and +iolen*e and)ro , otin. t-e *onta*t 1it- t-eir o1n)ersonal -istory, t-eir *-ild-ood and +iolent li/e eF)erien*es. T-e .rou) eF)erien*e and t-e inter+entions)rodu*ed t-ere

entail the revision and questioning of certain practices, where seen before as obvious, common or natural and thus normal.

It is important to recognize the strong influence of the justice system, and other institutions in the process of construction. Male identity on these cases studied, so, especially in reason. The role of violence instead of deconstruction. Their own understanding of the self as subjects assesses the role of the judicial process about the, also, the health system, their families and partners. This process of subjectivation is revised and reconstructed in the community process.

With the experience of the community and interventions that promote subjectivation processes, these begin to understand the consequences of their violent acts, the role of violence and deconstruction of their previous understanding of violence as the best way to solve their role, the very important interpersonal role, unionization, development tools for the community and effective alternatives to violence. The strength of the community reveals new possibilities of subjectivation, relationships and of being a person. Promote the emergence of alternatives, as alternatives, re-evaluation of traditional, as well as others.

Moreover, these processes are ongoing and, for so, are articulated, continuous, recursive and dialogical (Seuen, 2008). These issues are currently under investigation.

D2/4 (//)*-

What we would like to emphasize in this work, unionization is the important role of identity and these processes of subjectivation self-identity, beyond just behavioral processes or another thing. It is to evaluate in the community and not in the individual or systemic. The role of the community or look for a role of matter. This involves a systematic and therapeutic work continuous and (interdependent), where these individuals can construct new narratives of subjectivation, disorientation and alternative ways to the construction of the subject and social interaction, a matter of justice and gender equality.

As initial results, we can say that the community as well as the articulated a greater impact in their emotions, their understanding of violence as a process, alternative, specific for maintaining violence, deconstruction of idealizations and essentialisms, questioning of the traditional gender roles and impact in their own vulnerability.

In other words, in the first steps for a new construction of subjectivation identity (at the) the, integrate the role of justice and diversity of the kind and to ease violence. In the self of the investigation, the reflective deepening and result analysis in the process will contribute to the betterment of the quality of assistance and the possible re-evaluation of the relations about violence.

The construction and reconstruction of identities, worlds and cultural relations of gender derived from these kinds of experience in the community, promote better health actions against violence, less individualistic and / or, entered a) roles and energy, to the construction of gender equality, urban rights and (institutions).

The intersection between gender theories, re-evaluation of traditional, as well as, interventions entered on subjectivation processes and studies on violence against women, on the self of the alternative possibilities of intervention in the sector in the effective violence, development of studies and, on the basis of the self-evaluation, legal aspects and family violence studies.

R&0&)-4&/

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Children on the Streets: A Global Issue

63 L2) & - & "2-95&)" N, '%, 52, M, '* / P&)&2), ' G, 6)2&5, V&/4* ;2' & D@6*), D, 56* /4* D&55LA. 52*1



Children on the streets is a serious issue, unfortunately very prevalent, in cities all around the world. Homelessness is a global issue that affects every day life. We often hear that children on the streets are a result of war, violence, or natural disasters, but it is also a result of individual, family, and community factors. It is a global issue that affects every day life. We often hear that children on the streets are a result of war, violence, or natural disasters, but it is also a result of individual, family, and community factors. It is a global issue that affects every day life. We often hear that children on the streets are a result of war, violence, or natural disasters, but it is also a result of individual, family, and community factors.

The impact of homelessness on children is usually hard. Poverty, daily survival, violent environment, all these issues increase social and health difficulties to take care and raise children. Children on the streets frequently have health issues in a home environment. They are exposed to different risk factors, as drug use, intra and extra-familial violence, physical, sexual and emotional abuse, lack of food and basic sanitary conditions, child labor and school dropout (Farrington & Patterson, 2006; Paludo & Zoller, 2008). Because they are exposed to strong, negative, and serious lack of attention, studies show that children at risk are said, generally, as resentment. In a home environment, child labor and school dropout is prevalent. In the other hand, they have a number of survival and health, maintenance, and protection factors, and family and other protective factors (Alves, 2002; Nunes, 2008).

To understand how children and young people on the streets can contribute to quality interventions and policies and programs, unity is a protective abilities as support network. The main questions of the study are: How is the role of the family, and how do they feel about it? What are the consequences for children's future?

Method:

6 families took part in the study in a home-based street situation and 10 children were interviewed by ADPO (a social worker, in Porto Alegre, South of Brazil (P&PA, 2008). Families were represented by mothers and fathers. These families were also interviewed in social assistance, municipal system, and

#PA - Center for Studies and Research on Adolescent, 9F (7S ^ Federal University of Rio Grande do Sul

re*ei+in. /inan*ial or so*ial su))ort. T-ey 1ere in+ited to)arti*i)ate in t-e study a/ter t-ey took)art in a /o*us .rou) to dis*uss t-e ADPo (ua Pro.ra , .

A stru*tured inter+ie1 and so*iode ,o.ra)-i* /or , 1ere used. T-e :uestions 1ere: -o1 lon. -as your son_dau. -ter_relati+e =ein. in street situationC W-at does -e_s-e do on t-e streetsC @o1 do you)er*ei+e and /eel a=out t-is /a*tC W-at do you -o)e /or t-e /uture ol/ your *-ildrenC 'nter+ie1s 1ere /il , ed or re*orded, and trans*ri)ted.

Data 1ere analyGed t-rou. - *ontent analysis, as)ro)osed =y !ardin (2006), and is)resented in /our to)i*s:) so*iode , o.ra)-i* data\$ 2) t-e *-ara*teriGation ol/ t-e street situation /or t-ese /a , ilies A) Fa , ilies\$)er*e)tions a=out t-e street situation and A) t-eir)ers)e*ti+es /or t-e /uture.

All et-i*al)ro*edures to resear*- 1it- -u, an =ein.s 1ere taken. (esults 1ill =e)resented to)arti*i)ant institutions, lo*al and &uni*i)al (i. -ts Coun*ils (So*ial Assistan*e Coun*il, C-ild and Adoles*ents Coun*il, Tutelar Coun*il). A s)e*i/i* , eetin. 1ill return data to)arti*i)ant /a , ilies.

R&/ (5' / , - : :2/4 (/ /2*-

Sociodemographic data

Wit-in t-e 6)arti*i)ants, t1el+e are , ot-ers (=et1een 22 to 6L years old) and t1o are .rand , ot-ers (EK and K2 years old). T-ey -a+e to K years ol/ study . T-e nu , =er ol/ *-ildren +aries /ro , A to 2. &ost)arti*i)ants -a+e a)artner (M), A are di+or*ed, 2 are 1ido1s and is sin.le. T-ere are nu*lear /a , ilies, *o ,)osed =y a /at-er, a , ot-er, and *-ildren, =ut t-ere are se+eral +ariations in t-e *o ,)osition ol/ t-e do , esti* nu*leus, s-arin. t-e -ousin. 1it- =rot-ers, .rand*-ildren and .rand-.rand*-ildren. &ost)arti*i)ants are -ouse1i/es or are not 1orkin. , =ut doin. o**asional a*ti+ities as .eneral and do , esti* ser+i*es.

Street situation characteristics

- *Who is/was on the street:* *-ildren at s*-ool a.e (/ro , 0 to E years old)\$ youn. *-ildren (until E years old) t-at are on t-e streets 1it- t-eir , ot-ers.
- *Length of time on the street:* /ro , E days to K years.
- *Activities on street:* =e. .in. , adult and *-ild la=or (*olle*tin. .ar=a.e /or re*y*lin. , sellin.)rodu*ts, 1orkin. /or t-e dru. tral/i*kin. , ludi* a*ti+ities (ele*troni* .a , es), dru. use

Families perceptions about their children being on the streets

a. "e.al)ro-i=ition and 7o+ern , ental Control

T-is *ate.ory s-o1s t-at /a , ilies kno1 t-at t-eir *-ildren =ein. on t-e streets is le. ally)ro-i=ited, =ut it doesn't , ean t-ey t-ink =ein. on t-e street is ne*essarily =ad. Fa , ilies t-at re*ei+e /inan*ial su))ort /ro , so*ial)ro.ra , s try to)re+ent t-eir *-ildren /ro , =ein. /ound on t-e streets, =e*ause it *an , ake t-e , lose .o+ern , ental resour*es, and t-e *-ildren *an =e)ut in a s-elter or *are institution. So , e :uotations *an eF)ress t-ese o)inions: %o1 it is 1orsep T-e so*ial ser+i*e doesn't let t-e , 1ork, at allp And so , eti , es you're t-ere,

1orkin., and t-ey just don't let you 1ork t-ere, in t-e *ity *enter] (Fa, ily A) ' 1as 1orried t-e "o*al Coun*il *ould)ut , y *-ildren in a s-elter] (Fa, ily 6) ' / t-ere 1asn't t-is la1, it 1ouldn't =e a)ro=le ,] (Fa, ily L).

=. Dan. ers o/ t-e street

!ein. on t-e streets is seen as dan. erous =e*ause it)uts li/e at risk due to ur=an +iolen*e, dru. use and dru. tra//i*kin.: \t's , ean, it's dan. erous, =e*ause -e is)uttin. -is li/e at risk on t-e street (...) 4ou *an see a lot o/ t-in. s like stray =ullets no1adays. %o1 it is too dan. erous... T-ey are killin. inno*ent)eo)le...] (Fa, ily A).

*. @el)lessness and su//erin.

T-e /a*t t-eir *-ildren are on t-e streets 1orries and eF-austs /a , ily , e , =ers, arousin. *on*ern and /eelin. s o/ -el)lessness and i ,)oten*e: \For , e it is terri=le, a /eelin. o/ i ,)oten*e... t-at ' didn't kno1 -o1 to set -i , li , its , ' , essed u so , e-o1] (Fa, ily 2).

d. \#asy] , oney

&oney easily a*-ie+ed on t-e streets -as a dou=le , eanin.: in a)ositi+e sense, it -el)s t-e /a , ilies e*ono , i*ally\$ on t-e ot-er -and, it , akes it di//i*ult to dro) o// t-e streets: \4ou kno1, t-is =usiness o/ easy , oney, t-ose .uys t-at take *are o/ *ars, t-ey earn a lot o/ , oney, t-ey stay t-ere one -our, t1o -ours and , ake , oney ... 't is di//i*ult to lea+e t-e street, you kno1pp 'tis -ard to kee) t-e , at -o , e =e*ause outside t-ere is t-e , oney ... ' t-ink)eo)le 1-o .i+e t-e , , oney, , ay=e i/ t-ey didn't .i+e t-e , , ' t-ink t-ey 1ould not .o on to t-e streets t-at , u*- q (Fa, ily).

e. Prote*tion and =ond

T-is *ate.ory s-o1s t-at =ein. on t-e streets so , eti , es is)er*ei+ed as a)rote*tion /a*tor, =e*ause , any ti , es t-ey are on t-e streets /ollo1in.)arents in t-eir a*ti+ities on t-e street, and t-is kee)s t-e =ond =et1een t-e , : \t 1as .ood 1-en -e 1as 1it- , e, =e*ause ' *ould kee) an eye on -i ,] (Fa, ily A).

/ . "a=or (denyin. t-e street situation o))osin. it to =e. .in.)

Workin. on t-e streets is not seen as =ein. in street situation. T-e /a*t t-e -oles /a , ilies /re:uently 1ork on t-e streets, t-e trans. enerationality o/ 1orkin. on t-e streets, Justi/ies t-e +alidity o/ t-e 1ork, as o))osed to =e. .in.: \ ' 1orked on t-e streets and ' didn't die. T-ey (t-e *-ildren) s-ould 1ork, and not =e.] (Fa, ily 2).

Perspective for the future

As)ers)e*ti+es /or t-e /uture, /a , ilies desire: to -a+e *o , /ort (, eanin. to -a+e a -ouse, or t-e eFistent -ouse to -a+e a =edroo , or a toilet)\$ study, *-ildren to /inis- s*-ool, .o to t-e uni+ersity, to -a+e a =etter jo= t-an t-e)arents, to :uit t-e streets, *-an. e t-eir li/e, not to use dru. s, not to =e a .an. ster, not to t-ink a=out -a+in. *-ildren durin. adoles*en*e: \ ' 1ant t-e , to =e 1-at t-ey 1ant \ (Fa, ily A).

"2-,5 C* - /2: &), '2* - /

Data indi*ate t-at /a, ilies -a+e a, =i+alent /eelin.s,)er*ei+in.)ositi+e as 1ell as ne.ati+e as)e*ts in t-e /a*t t-eir *-ildren are on t-e streets. &ot-ers /re:uently /eel -el)less, una=le to , odi/y t-is situation, re:uirin. -el) /ro , t-e so*ial assistan*e ser+i*es and lo*al net1ork)rote*tion. \$ne o/ t-e *entral :uestions to :ualify t-e inter+entions is to /o*us on t-e trans.enerationality o/ =ein. on t-e streets, as 1ell as on t-e di*-oto , y o/ *-ild la=or and t-e so*ial +alue o/ 1ork. A li, itation in t-is study is t-e /a*t 1e inter+ie1ed only , ot-ers, as re)resentati+es o/ /a, ilies. For /urt-er studies 1e su. .est an analysis o/ /at-ers, at -o , e si=lin.s, and ot-er relati+es,)er*)tions a=out =ein. on t-e streets.

R&0&)-4&/

Al+es (2002). *Infância, tempo e atividades cotidianas de crianças em situação de rua: as contribuições da teoria dos sistemas ecológicos*. Tese de doutorado nPo-)u=li*ada, *urso de)xs .raduaDPo de)si*olo.ia do desen+ol+i , ento, 9F (7S. Porto Ale .re, !rasil.

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Paludo, S ? 3oller, S. @. (200M). Toda *rianDa te , /a , Rlia: *rianDa e , situaDPo de rua ta , =; , . *Psicologia & Sociedade*, 20 (), 62-E2.

P&PA - Prefeitura &uni*i)al de Porto Ale .re (200K). *Projeto Ação Rua*. Porto Ale .re: FASC

4unes, &. A. &. (200K) \$s dis*ursos so=re a :uestPo da resili>n*ia : eF)ress•es e *onse:c>n*ias)ara a)ro , oDPo do desen+ol+i , ento saudN+el (). 22E-26K). # , : D. Colin+auF, ". !. "eite e D. D. Dell!A.lio (or..). *Psicologia do desenvolvimento: reflexões e práticas atuais*. SPo Paulo: Casa do Psi*xlo.o.

C%25:)& - * - '%& S')&&' /F " , 1 253L/ P&)4&+'2* - / , 6* (' , S*42,5
P)* .), 1L/ 2- '&);&- '2* -

63 L2)&- & "2-95&)' D@6*), D,56*/4* D&55LA.52*1 & A- , P, (5, N*)*-%, =(4, ''2'



Interventions to improve the lives of children living on the streets (children in street situation) were first implemented on the children and the adolescents, but not start to focus on the families. The ADPO (Urban Pro. ra, is a community social role therapist), implemented in 2001 in Porto Alegre, (S, Brazil, is responsible for a) program and monitor the children and adolescents living on the streets, as well as their families (P&PA, 200K). This study is part of a broader research - that aims to evaluate the role, implementation and interventions. The local organizations are in estimate the awareness of the community involved and assisted by the program, (analyses, social workers, families and children and adolescents) community. The impact of the interventions, as well as the ADPO (urban), as well as to evaluate the implementation of the service (different stages, team work, position, organization, unity insertion and the intervention of the team, workers and organization).

Social program and role therapist evaluation research - point out the relevance of individual's participation, in the evaluation process (Gutiérrez, 2002). This study evaluated family's participation community. The impact of the interventions, as well as the ADPO (urban) program, in order to identify fundamental elements in the family's and the organization's re-orientation.

Method:

Participants: Families took part in this study living in a favela street situation and were assisted by ADPO (urban). These families were also involved in the social assistance, community system, and reinsertion. Individual or social support. Families were represented, mainly by mothers and grandmothers, but some children also took part in the role therapist.

Instruments and procedures: Focus groups were used in order to discuss about the families' experience the street situation of their children and their intervention of ADPO (urban). Sessions were audio-taped and transcribed for analysis purposes.

All ethical procedures to research - that is, an informed consent were taken. Families signed an informed consent paper. The project was evaluated by the Committee at UFPA (7S. A Term of Approval, sent as signed by participant institutions and families signed an informed consent. (Results will be presented to participant institutions, local and community (City Councils (Social Assistance Council, Child and Adolescents Council, Tutelar Council). As expected, we will return data to participant families.

Analysis: Data were analyzed through content analysis, as proposed by Bernard (2006), and is presented in Figure 1. The characteristics of families, the intervention approach of the Program, the families and the program, relationships, the intervention, and the social workers' abilities regarding social intervention. These are the initial analysis.

R&I (5)

To present the results, we use the following quotation from a focus group, that expresses a shared experience between families:

"...they (Ação Rua) found my children begging on the streets, you know. I was unemployed, used to collect garbage for recycling, stuff like that. And my children were always going out to beg, so they were most of time begging on the streets instead of at school. Then I met the social worker, and the two guys that work with her on the streets, approaching the children that were begging, and stuff like that... They took the children home. Then they talked to me, we talked about the reasons I was in that situation, that I was unemployed... Then we talked a lot! Then they started helping me to go to places where I had to go (to change this situation)" (Mother)

1) Characteristics of families

Within the participant families, 10 women are the main caregivers. The extended family is living nearby or surrounding, and usually is responsible for 2 children. Generally, the intervention is very relevant, and families members do occasional activities, as general and domestic services, and volunteering. Awareness for reality.

2) Family intervention approach of the program,

in the beginning, families hear the program, then, could take their children, send them to a shelter and also affected them, to say families that do not alter, they express a better approach of intervention of the role.

A) Family and program relationships

Families expect the program, then, on a daily basis, to be visits, and constant but transitory approach in the streets.

B) Intervention in family

Families refer to insertion in school and in network services as the main intervention of the Program, in their lives. They also express that the constant in the program, then, for the families to receive the child labor, led to changes in families' interactions and parental styles and increase the dialogue between relatives.

C) Social workers' abilities regarding social intervention

Families say that it is necessary for social workers to have attention, empathy, conversational abilities, not to hear to be in the room, unity environment, to have the ability to mediate conflicts and to have knowledge and ability to help families to integrate in their relevant to its rotation and changes.

D2/4(//2* -

As *an =e seen =y t-e initial analysis de+elo)ed until t-is)oint, t-ere are di//erent eF)erien*es o/ inter+ention 1it- *-ildren and adoles*ents at risk, and t-ey are)er*ei+ed in di//erent 1ays =y t-e /a , ilies. 7enerally, t-ese inter+entions 1ork 1it- strate.ies o/ a))roa*-in., =elie+in. it is i ,)ortant to -a+e ti , e /or a)ro*ess to =uild relations, and t-at t-e *onstru*tion o/ li/e)role*ts, to .et-er 1it- *-ildren and /a , ily, are rele+ant.

Fa , ilies tend to underline t-e rele+an*e o/ a*tual ste)s to rea*- t-e so*ial re-insertion o/ t-e /a , ily into so*ity: ada)tation o/ *-ildren at s*-ool, or so*ial a*ti+ity durin . t-e day, dru . treat , ent, to reinsert t-e *-ild into a -o , e en+iron , ent (s-elter, or ot-er /a , ily , e , =ers, as aunt or .rand , ot-er), .rou)s to .enerate 1a.es. !ut /a , ilies, as t-e 1ork)ro*ess .oes on,)er*ei+e , ore su=le*ti+e and inter)ersonal as)ets o/ inter+ention, as -o1 t-ey eF)ress a//e*tion, li , its and -o1 t-ey *o , , uni*ate into t-e /a , ily. All t-is ele , ents .o to t-e dire*tion o/ e ,)o1erin . /a , ily)s a=ilities o/ takin . *are o/ t-eir *-ildren.

Data s-o1)redo , inantly a)ositi+e)er*e)tion a=out t-e Pro.ra , , and *an *ontri=ute to t-e e+aluation)ro*ess o/ t-e strate.ies used, as 1ell as to its i ,)ro+e , ent. @o1e+er, /a , ilies did not)oint out rele+ant ele , ents related 1it- reinsertion in t-e *o , , unity, and t-is deser+es *are/ul analysis. T-is study is still under .oin . /urt-er analysis, seekin . to , ake *o ,)arisons 1it- t-e results o/ t-e e+aluation o/ t-e sa , e)ro.ra , =y t-e so*ial 1orkers and =y t-e *-ildren, a , on . ot-er)ossi=ilities.

R&0&)-4&/

!ardin, ". (2L2). *Análise de Conteúdo*. (" . A. (eto ? A. Pin-eiro, Trads.) "is=oa: #diD•es L0. (Tra=al-o ori.inal)u=li*ado e , 2LL)

P&PA - Pre/eitura &uni*i)al de Porto Ale .re (200K). *Projeto Ação Rua*. Porto Ale .re: FASC

9*-i , ura, 3.4. ? !osi, &."& (2002), \l ualidade e su=le*ti+idade na a+aliaDPo de)ro.ra , as e ser+iDos e , sa{de}. *Cadernos de Saúde Pública*, M, K: EK - EK2.

P* () (- & , ++)*4%& 4* 1 1 (- , (' , 2)& :&/ / * (00) , -4&/
 +/34%*5* .2H (&/ 4%&< 5&/ +*+(5, '2* - / , 0)24, 2-&/ &- <* -&/ :&
 4* -052' /

+,) E/+@), -4& " * - '&/1



"es *on/lits ar , ; s des derni<res ann;es ont)lus :ue la , ais)ris)our *i=les les)o)ulations *i+iles. "es .uerres tri=ales ou interet-ni:ues :u;a *onnues l!A/ri:ue de)uis la /in du dernier si<*le ont eu)our)arti*ularit; la destru*tion et l!an;antisse , ent de l!Autre. 'l ne su//it don*)lus de .a.ner une .uerre , ais de tuer , assi+e , ent, d!in/li. er des sou//ran*es inno , , a=les auF +i*ti , es, de d;truire les =iens et de +ioler les /e , , es et les Jeunes /illes.

Ces sou//ran*es)ortent le no , de syndro , es)ost-trau , ati:ues ou n;+roses trau , ati:ues *o , , un; , ent a))el;s trau , atis , es. "es re*-er*-es a*tuelles ad , ettent des +ariations li;es H la)ersonnalit; et auF *onditions so*io*ulturelles de *-a:ue indi+idu. "e *ontefte dans le:uel un ;+;ne , ent trau , atisant se)roduit *o ,)te ; nor , ; , ent. "es ressour*es dont dis)osent les *o , , unaut;s)our /aire /a*e H *et ;+;ne , ent sont d!une e//i*a*it; non n; . li. ea=le et s!a<rent le)lus sou+ent)lus ada)t;es.

Pour illustrer *ette d; , ar*-e, le)ro)ose de)r;sender et de dis*uter les r;sultats d!une re*-er*-e do*torale ayant)ort; sur la *onstru*tion d!un outil de)r;+ention et d!inter+ention en , ati<re de sant; , entale au)r<s de (1andais sur+i+ants du . ;no*ide et des , assa*res. Cette re*-er*-e a a=outi H l!;la=oration d!une Z t-;orie lo*ale [du trau , atis , e =as;e essentielle , ent sur une a))ro*-e *o , , unautaire.

"es situations de sou//ran*es)sy*-olo.i:ues *olle*ti+es o=li. ent l!inter+enant H r;/l; *-ir auF nou+elles /aDons de /aire a+e* des outils et une , ;t-odolo. ie ada)t;e)our une , eilleure e//i*a*it;. 'l)eut aussi s!a. ir de r;+ati+er et re+aloriser les /or , es traditionnelles et *o , , unataires de traite , ent du , al-eur.

C'est dans *ette)ers)e*ti+e :ue s!est ins*rit , a d; , ar*-e au)r<s de res*a) ;s r1andais +i+ant en Fran*e et au 3enya, en/in d!;la=orer ense , =le le sens H donner H *e :ui leur est arri+; ainsi :ue les ressour*es dont dis)ose *es *o , , unaut;s)our y /aire /a*e.

l uel: ues interro. ations ont ser+i de =ase H , on -y)ot-<se de tra+ail :

l uel sens donner auF . ;no*ides et , assa*res de , asse C

l u!en disent les an*iens, les sa. es C

l uelles sont les li , ites des inter+entions t-;ra) euti:ues *entr;es sur les t-;ories i ,)ort;es C

l uelles sont les ressour*es dont dis)ose la *o , , unaut; r1andaise)our /aire /a*e auF sou//ran*es , assi+es C

#s)a*e #*oute Parents, Paris, Fran*e

Trois ;ta)es , ïont)er , is de tenter de r ;)ondre H *es : uestions :

<re ;ta)e : 7rou)e de r ; /leFion de (1andais +i+ant en Fran*e

Ce .rou)e *onstitu ; essentielle , ent d'uni+ersitaires r1andais a)er , is une r ; /leFion *o , , une sur le sens H donner auF ; + ; ne , ents. %ous *-er*-ions surtout H saisir les ; l ; , ents)ou+ant eF)li : uer le . ; no*ide et les , assa*res en les arti*ulant H la)ens ; e traditionnelle r1andaise.

2<.e ;ta)e : #ntretiens a+e* le r1andais +i+ant au 3enya

Ces entretiens sous /or , e de .rou)es de)arole ont)er , is auF)ersonnes ren*ontr ; es de)arler de leurs sou//ran*es. 9ne lar .e)art a ; t ; /aite H ï-istoire du (1anda y *-er*-ant des /a*teurs)er , ettant d'ïeF)li : uer le . ; no*ide et les , assa*res.

"eur)r ; sent ; t ; /ait de sou//ran*es dont la)rin*i)ale *ause n'ï ; tait)as essentielle , ent la , ort des)ro*-es , ais les *onditions dans les : uelles ils ont ; t ; tu ; s ainsi : ue ïa=sen*e de rituels /un ; raires. 'l ne su//isait)as de tuer , ais d'ï-u , ilier et de /aire sou//rir les +i*ti , es le)lus sou+ent en)r ; sen*e des sur+i+ants : ui n'ïauront , > , e)as la)ossi=ilit ; de r ; *u) ; rer les *or)s)our les enterrer dans la di .nit ; .

A<.e ;ta)e : Sui+is t- ; ra)uti : ues

"ïeF)loration du + ; *u) sy*-olo.i : ue des r1andais r ; /u.i ; s au 3enya , ïa)er , is d'ïeF)ri , enter les , odalit ; s t- ; ra)uti : ues au)r<s de /a , illes r1andaises reDues en *onsultation au Centre 7eor.es De+ereuF de ï9ni+ersit ; Paris M.

%ous a+ons)ass ; =eau*ou) de te ,)s H essayer de *o ,)rendre. "es /a , illes a+aient =esoin de)oser des : uestions , > , e si elles sa+aient tr<s =ien : ue le ne)ou+ais)as y a)orter de r ;)onses.

"ïi ,)ortant)our elles ; tait de)ou+oir les)oser :)our : uoi le . ; no*ide ,)our : uoi le ne suis)as , ort , *o , , ent les -u , ains)eu+ent-ils /aire *ela C #lles *-er*-ent du sens, elles +oudraient *o ,)rendre , ais une)ersonne des)ersonnes , e dira)lus tard : u'ïun . ; no*ide Da ne s'ïeF)li : ue)as.

"ors d'ïautres *onsultations, les)ersonnes ont)arl ; de leurs r>+es ou)lutet *au*-e , ars dans les : uels)r ; do , inent 2 t-< , es : les i , a .es de , ort et le retour au (1anda H la re*-er*-e ;)erdue des , e , =res de /a , illes.

AuF s ; an*es : ui ont sui+i , les r ; *its de sou//ran*e ont tout dou*e , ent * ; d ; la)la*e auF douF sou+enirs d'ïen/an*e : la , aison /a , iliale, les +oisins, les a , is, les soir ; es)ass ; es H se ra*onter des -istoires et H ri .oler et =eau*ou) d'ïautres douF sou+enirs.

A)artir de *ette situation *lini : ue : ui est loin d'ï>tre un *as isol ; , ï'ai , erais donner A eFe ,)les d'ï ; + ; ne , ents)er , ettant d'ïillustrer la *o ,)leFit ; des sou//ran*es *aus ; es)ar les *on/lits ar , ; s ,)arti*uli<re , ent en A/ri : ue. 'l s'ïa .it de la , ort des)ro*-es et les *onditions dans les : uelles ils ont ; t ; tu ; s, du +iol des /e , , es et du)- ; no , <ne des en/ants soldats.

er eFe ,)le : "a , ort des)ro*-es et les *onditions dans les : uelles ils ont ; t ; tu ; s.

"es tout r ; *ents ou a*tuels *on/lits ar , ; s : u'ïont *onnu les di// ; rentes r ; .ions d'ïA/ri : ue nous , ontrent H : uel)oint il ne s'ïa .it)lus uni : ue , ent de tuer , ais de , al tuer *ïest-H-dire /aire sou//rir la)ersonne a+ant de la tuer

ou in/lier des traités, des radants H son *or)s , ort. A *ette notion de , au+aise , ort s'ajoute l'a=sen*e de s;)ulture et)ar *ons; :uent de rites /un;raires *ar la)lu)art du te ,)s les)ersonnes sur+i+antes auF *on/lits n'ont)as)u ou eu le droit d'enterrer les leurs *o , , e le)r;+oient les *royan*es ou les traditions. Ainsi *es)ersonnes sur+i+antes sont non seule , ent -ant;es)ar la , ort , ais aussi)ar la , au+aise , ort H la:uelle elles ont assist; ou :uëlles i , a .inent ainsi :uël H l'a=sen*e de rites /un;raires :ui /a**ilitent l'a**e)tation de la , ort et le tra+ail de deuil.

2<.e eFe ,)le : "e +iol des /e , , es et des Jeunes /illes.

"e +iol est aujourd'hui utilis; *o , , e une ar , e de .uerre. #n e//et, les .uerriers ne +iolent)lus)our assou+ir un :uel*on:ue d; sir seFuel , ais =ien)our a= , er, salir, -u , ilier +oire trans , ettre des , aladies *o , , e le S'DA :ui tuent la)ersonne +iol;e H)etit /eu.

A l'inno , , a=le sou//ran*e des /e , , es de tous les d.es s'ajoute le re.ard :ue la so*i;t; a/ri*aine)orte sur elles. "eFe ,)le le)lus r;*ent est *elui des Jeunes /illes et des /e , , es s;:uestr;es et +iol;es)ar les *o , =attants dans l'i#st de la (DC. Celles :ui)ar+iennent H sortir des /or>ts et H t; , oi.ner)r;<rent (, ais ne)eu+ent)as) rester)our tout le reste de leur +ie dans les *entres de soins :ui les a**ueillent)lutet :ue de retourner au +illa.e a//ronter la -onte et le re.ard i ,)itoya=le des +oisins. Ces Jeunes /illes sa+ent :uëlles ne trou+eront la , ais de /ian* ;s et les /e , , es , ari;es sont relet;es)ar leurs , aris.

A<.e eFe ,)le : "es en/ants soldats.

Ces en/ants sont)r; , atur; , ent arra*- ;s H leurs /a , illes , ais il s'ait aussi d'ien/ants d;H or)-elins a=andonn;s /aute de stru*tures ada)t;es)our les a**ueillir. !eau*ou) d'ientre euF sont r; *u) ; r;s ou *a)tur;s

Ces outils eF) ; ri , ent ; s dans le *adre li , it ; d'une re* -er* -e do*torale , ; riteraient di>tre *o ,)l ; t ; s, ada)t ; s et utilis ; s de , an i < re)lus lar . e au)r < s de)o)ulations en Gone de *on/lits ou)ost-*on/lits.

E; & 3: , 3 + & 4 & + ' 2 * - / F ' % & % 2 / ' *) 3 * 0 1 ,) . 2 - , 5 () 6 , -
4 * 1 1 (- 2 ' 2 & / 2 - D () , - . * C 2 ' 3 M & > 2 4 *

63 M ,) [, : & 5 R * 4 [* G (< 1 T - B & - , ; & - ' & 1 &
L (2 / , A 5 H (2 / 2) , / T &) * - & / 1



I - ') * : (4 ' 2 * -

T-e *o , , unity inter+ention)ro.ra , , e *alled qIntegral Formation Programme: Community, Adolescence and Family", -as =een 1orkin. sin*e Au.ust 200L t-ranks to interinstitutional *olla=oration =et1een .o+ern , ent and a*ade , i* =odies in Duran.o City, &eFi*o, and -as =een o)erated =y t-e S*-ool o/ Psy*-olo.y and @u , an Co , , uni*ation T-era)y o/ 5uareG 9ni+ersity o/ t-e State o/ Duran.o sin*e t-e =e.innin. to its *urrent t-ird o)erational)-ase.

'n t-is *onteFt, t-ree nei. =or-oods in t-e outskirts o/ Duran.o City -a+e re*ei+ed attention /ro , t-e t-eoret*al and *on*e)tual)ers)e*ti+e o/ Co , , unity Psy*-olo.y in order to)ro , ote -ealt- and 1ell=ein. as 1ell as self-or.aniGed)sy*-oso*ial)ro*esses and net1orks.

T-e de+elo) , ent o/ t-e)ro.ra , , e, =ot- , et-odolo.i*ally and in its s*o)e, -as de , anded o)ti , isation o/ all a+aila=le resour*es ^and +alidation o/ ot-ers^ in order to esta=IS-1 (e) -1 (a) -1 (l) 8 (4021) -1 (s) -3 (ta) -1 (-1 (=) -1 (

(A) to understand the link between that reality and other ones, individuals in this case will always be our own (joint) point towards the world and its events, so, etc., etc. In the (research) activities of the inter- or trans-researchers and on other occasions (for our gender, social class or territory), we constantly re-organise the link, iterations of our inter-relations. It is our interest to find out that = finds these *o, , unities to be -er, beyond the i, , ediate work or)rofessional link, in an attempt to establish a genuine and responsible)roa* -.

M&'%* :

From a qualitative (research) perspective, the researchers (in) the Community Psychology were adopted (Algar, 200A) in individuals are considered not as passive subjects but as participants who collaborate in the process, ally. The (ontological) epistemology ()roa* - that /or*es researchers and *o, , unity , e , ers to work together to achieve understanding of a *o, , on interest) -eno , enon and *onsiderin . , et-odolo .i*al)luralis , t- at en*oura .e t-e use of innovative and (ontof-sensitiv , et-ods.

The , ain instru , ent used as the *narrative autobiographical interview* (A) (el, 200E) ^ . rounded in Sy , =oli* 'nter*ationis , , Social Phenomenology and #t-no , et-odolo .y^ of relevant actors in the *o, , unity 1-o are a)asskey to understand the social and historical meaning of the *o, , unity.

This procedure of the inter- or trans-researchers (free, spontaneous narrative of life) , e stories of the inter- or trans-researchers , y si ,)ly)ro)osin . t-e , to tell us their life. Additionally, everyday scenes were recorded at the suggestion of the inter- or trans-researchers.

The inter- or trans-researchers were analysed based on grounded theory (in) the . From the first inter- or trans-researchers analysis, it is to inter- or trans-researchers and understand the social and (io) -i*al)ro*esses e , er .e , 1-i* - also enable selection in/or , ants /or /urt-er inter- or trans-researchers. Also, the (e) -rien* e of inter- or trans-researchers as)arti*)ants of the)role* -as =een eli*ited, 1-i* -)er , itted to find out about the /it of the)ro .ra , , e in the (ontof of the -eir -a=its , *ulture and everyday life.

R&/ (5' /

Analysis. The data collected has been an opportunity to reconstruct /ra . , ents of the *o, , unities' history (o ,)ared to other nei . -or-oods: /oundation, /ro1t- and *urrent affairs, not only in a .eo .ra) -i*al , =ut also in the social ,)sy* -olo .i*al and socio-cultural sense. They are depicted in a do* , entary 1-i* - tries to solve the elements and , a .ery 1-i* - represent everyday life of these *o, , unities. The visual, auditory and narrative language used in the study therefore is easy to understand for the actors involved in the intervention: *o, , unity, researchers , tea , and)arti*)atin . institutions.

Partly , , ar .inality of these (or .otten ones , 1o , en 1-o sail u)strea , only 1it- t-eir * -ildren on board, are the * -ara*ters and *ir* u , stan*es that)er , eate the narrations of the dwellers of these *o, , unities. We do not (e) e* t- at interventions and analyses of our)role* t lill di , inis- t-eir situation, =ut it raises the *a) a*ity to be na , ed and re*o .nised and inter* t 1it- t-e outside world, 1-ose a1areness is (e) e*ted to be raised.

This (ethno) -i* do* , entary -as =een)resented in a *losin . re)ort e+ent] , 1-ere , e , ers of the *o, , unity, re)resentatives of /inan*in . institutions and)ro .ra , , e o)erational staff , et.

R&0&)-4&/

\$rnelas, 5. (22M). *Psicología Comunitaria*. "is=oa: #diD•es So*iedadde 9ni)essoal, "da.

Costa, &. ? "x)eG, #. (2000). *Salud Comunitaria*. !ar*elona, #s)aza: #d. &art#neG (o*a.

!al*NGar, F. (200A). "a in+esti.a*ixn-a**ixn)arti*i)ati+a en)si*olo. #a *o , unitaria. Prin*(i)ios y retos. (C. d. Se+illa, #d.) A)untes de)si*olo. #a , 88 (A), 6 2-6AE.

Padrxn, 5. (200L). *Tendencias Epistemológicas de la Investigación Científica en el Siglo 88'*. Cinta de &oe=io, 2M: -2M. 111. , oe=io.u*-ile.*|_2M_)adron.-t , l

A))el, &i*-ael (200E). \ "a entre+ista auto=io.rN/i*a narrati+a: Funda , entos texri*os y la)rafis del anNlisis , ostrada a)artir del estudio de *aso so=re el *a , =io *ultural de los \$to , res en &;Fi*o]. Foru , l ualitati+e SoGial/ors*-un. _ Foru , : l ualitati+e So*ial (esear*- t\$N-line 5ournalu, K(2), Art. K. -tt):_111.:ualitati+e-resear*- .net / :s-teFte_2-0E_0E-2- K-s. -t ,

E 1 + * A&)2- . /'), '&. 2&/ 2- %&, 5'% , - : / * 42, 5 / &); 24&/ 0*) %* 1 &5&/ /

63 P, ')2<2, M&)2- . *5*1 A5&/ / , - :) * M*), - :²² N24*5, P, (5&/ (3 & M2)&55, R244,) :24



I-'*) : (4'2*-

@o, elessness is a , ultidi, ensional)ro=le , *-ara*teriGed =y)o1erlessness and so*ial eF*lusion,)o+erty, la*k of a//orda=le -ousin., la*k of)u=li* assistan*e and -ealt- *are (Freire, 2002§ Tinsley "i, %uss=au , ? (i*-ards, 200L§ Too-ey, S-inn ? WeitG, an, 2006). @o, elessness is s-o1n as a ste) in a *descending spiral process* (7arGia ? 3aGe)o+, 2006,). L), 1-ere it's)ossi=le to enter t-rou. - di//erent)at-s, o1in. to /inan*ial di//i*ulties or to a li/e e+ent 1-i*- =e*o, es a de*isi+e /a*tor /or la*k of suita=le resour*es (Atkinson, 22M§ !a.nas*o ? %e.ri, 226§ Vu)i, 200A). So -o, elessness *o, es 1it- t-e risk of .ettin. *-roni*al, and 1it- a ne.ati+e)er*e)tion o/ one's)ersonal and so*ial identity (Too-ey, S-inn ? WeitG, an, 2006). Psy*-olo.i*al a))roa*-es t-ere/ore)lay an i,)ortant role to understand t-e /a*tors t-at ena=le)eo)le to es*a)e -o, elessness and to redu*e *-roni*ity (#)el, !andura ? Vi, =ardo, 222§ @a=er ? Toro, 2000§ P-ili))ot, "e*o*: , Se ,)ouF, %a*-er. ael ? 7aland, 200L§ S-inn, 222§ Toro, 200L§ Toro, Tri*kett, Wall ? Sale , , 22). # ,)o1er , ent t-eory and net1orkin. =ased inter+entions in -ealt- *are ser+i*es,)u=li* and)ri+ate s-elters,)u=li* aut-orities and %7\$§ inter+entions see , to =e i,)ortant to)ro, ote t-e transition /ro , institutional and te ,)orary -ousin. to so*ial in*lusion, to i,)ro+e *a)a=ility in , aintainin. a sta=le a**o ,)odation and 1ell=ein. (Calysn, &orse, 3linken=er. , 4onker ? Trusty, 2002§ Fisk ? Frey, 2002§ Vi , , er , an, 2000).

A21

T-is study is related to a lider resear*- area ai, ed at in*reasin. kno1led.e o/ t-e *ondition o/ -o, elessness and o/ so*ial ser+i*es. T-e ai, o/ t-is ste) is to -i.-li.-t t-e t-eoret*i*al and e,)iri*al , odel 1-i*- su))ort inter+entions o/ -o, eless ser+i*es, and to .at-er :ualitati+e data on t-e key in/or , ants!)er*e)tions a=out e ,)o1er , ent-oriented)ra*ti*es in so*ial ser+i*es.

T-e resear*- 1as *arried out in Floren*e. "o*al)u=li* and)ri+ate s-elters -a+e di//erent s*-edules, /ro , a A day s-elter to A years or , ore, and t-ey -a+e AEE =eds in all. 'n 200M, 1-en in-a=itants in Floren*e 1ere AK2.KE2, EA b /e , ale, b , i.rants (&uni*i)ality o/ Floren*e, &uni*i)ality Statisti*al \$//i*e, A De*e , =er 200M), t-e nu, =er o/ s-eltered)ersons 1as OE , (Eb /e , ale and KOb , i.rants -&uni*i)ality o/ Floren*e, "o*al Coun*ilor /or So*ial A//aires and So*ial 'n*lusion, 2002)

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² De)art , ent o/ Psy*-olo.y, 9ni+ersity o/ Floren*e. P-D student

^A ASP Fuli.no ^ &uni*i)ality o/ Floren*e

⁶ De)art , ent o/ Psy*-olo.y, 9ni+ersity o/ Floren*e. Trainee student

M&'%* :

Participants

Eighteen participants were employed, 10 volunteers, 2 systems-ologists and 6 shelter, analysts, who, in different organizations, participated in assisting homeless people.

Instrument

Dee) interviews to collect information about positive and negative aspects of relationships between shelter professionals and homeless people, their roles, strategies and resources. All interviews (mean length one hour each) were recorded and transcribed verbatim. Participants were told about the importance of confidentiality.

Qualitative analysis was carried out, data were processed using themes of Atlas.ti software.

R&I (5' /

A manipulative attitude of social inequality is one of the aspects identified as critical (Fisher). In social cases, a critical aspect is the attribution of features, needs and responsibility of a homogeneous group of homeless people, underlying a stereotypical view of the phenomenon: "Our social service has financial contributions as instruments for intervention, assessing needs financially, but financial grant doesn't get positive outcomes, doesn't help ... they perceive standardization as a negative factor: we are all homeless and so we have the same treatment."

A positive aspect is mutual trust, which supports the participation to the activities, their own skills and their self-esteem, in order to reaffirm a positive personal identity. Further positive aspects were that social workers take in account different expectations and needs, avoiding judgmental attitudes: "To be able to customize interventions doesn't mean satisfy all demands, but trying to understand exactly what their demands mean, having a look at people and their problems, without treating each of them as any homeless who is coming to service."

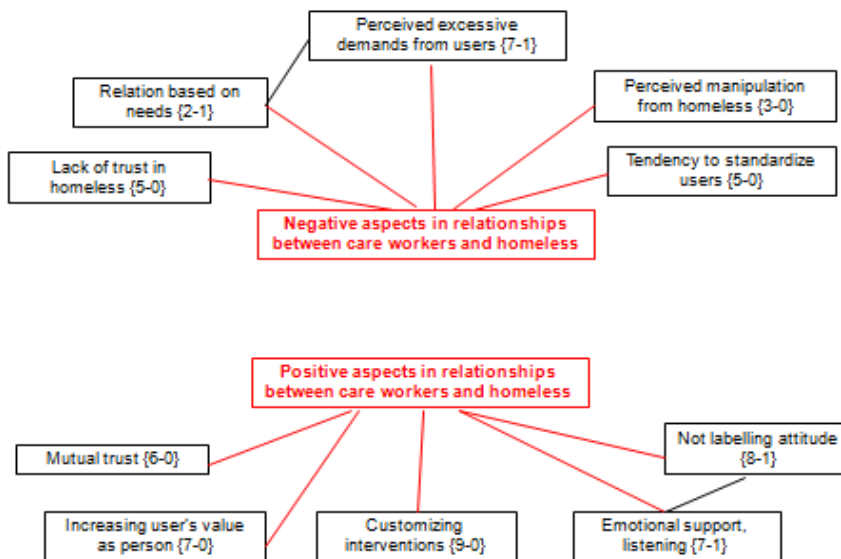


Fig. 1 – Positive and negative aspects of relations between helper professionals and homeless people

One dimension of an empowerment intervention (Fig. 2) is awareness: "that's exactly making individuals aware of their responsibility about their life... the central role of persons. ... I agree in this kind of intervention, I think that this is the only possible way." Particularly, interventions aimed to promote social and relational skills would be important to make homeless aware of their social networks: "Encouraging socialization also in other social environments, not only among homeless... getting people in touch with other situations that aren't social services, that is giving a chance to take part in other social contexts".

They speak about advocacy, referred to local institutions and decision makers, in order to pay more attention to homelessness and to address in social policies, support risky groups, for instance, women, migrants and persons with disabilities.

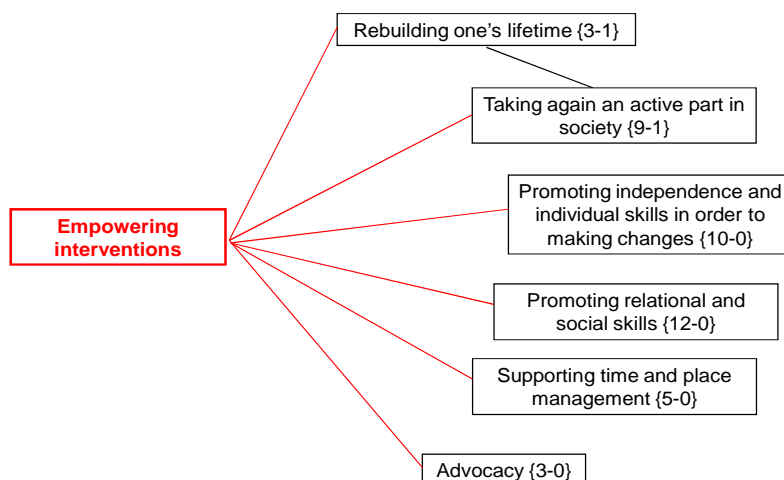


Fig. 2 – Empowering interventions.

Weaknesses in social services

There are two kinds of weaknesses: on the one hand the services organization, on the other the service system, in the local context. (e.g. in the organization, a lack of flexibility and trust, ignored interventions is so in, =e*ause of , ore standardiGed resour*es a+aila=le. T-us, t-e /o*us of inter+ention is not on t-e)erson =ut on t-e)ro*edure: "the quality of service traditionally concerned giving a blanket, a place to sleep and to eat, but without quality care means working on relationship, and about this issue we are getting back". Another weakness is the risk of care workers' burnout, resulting from the different expectations and the real possibilities of assistance. The goals. The lack of financial and human resources see, s to =e so, eti, es a structural condition of the assistants' work. The system of services is outdated, marked out =y *outdated features typical of social security*, interventions based on the representation of the poor as a deviant, =ere =ureau*ra*y , ay slo1 do1n any ne1)role*t.

Strengths in social services

Skills and training of care workers are positive aspects: relational and listening skills are outstanding dimensions in a work characterized by relational relation and caring. It seems, moreover to be useful monitoring and evaluating the individual treatments and the work carried out by the service. Promotion of networking see, s to =e, a**ordin. to)arti*i)ants, an i ,)ortant as)e*t /or i ,)ro+in. inter+entions t-at need inte .ration of di//erent *o ,)eten*es. For so , e of t-e , t-e net1ork 1ould =e a , et-od t-at , ay /a*ilitate an e ,)o1er. a))roa*- =ased on t-e \indi+idual)role*t]: *It's important to build a network among organizations, small enterprises, artisans, families too, for promoting empowerment strategies.*"

C* -45 (/2* - /

(results -i. -li. -t t-at -o , elessness s-ould not =e *onsidered only as an indi+idual situation, , arked =y la*k of skills and *a)activities and in need of social aid, =ut rat-er as a)ro=le , t-at re:uires *o , , unity =ased resear* - and inter+ention. T-is +ie1)oint is)arti*ularly i ,)ortant to)ro , ote e ,)o1er , ent-oriented strate.ies ai , ed to in*clusion of , ar.inaliGed)eo)le.

,)o1er , ent-oriented inter+entions /or -o , eless 1ould =e =ased on a set of)ra*tikes: a) /or 9sers: e+aluatin. di//erent needs, *usto , iGin. inter+ention on)ersonal stren.t-s and so*ial skills (ti , e and s)a*e , ana.e , ent))ositi+e sel/ identity)§ =) /or So*ial ser+i+es: net1orkin. , , onitorin. and e+aluation of inter+entions, *are .i+ers) s)e*i/i* trainin. (/i. in)sy*-iatri* disorder).

There is a)roa* - , ay redu*e t-e "revolving-door")-eno , enon, related to , any -o , eless , o+in. *ontinuously a , on. di//erent ser+i+es and s-elvers.

R&0&)-4&/

Atkinson A.!. (22M). *Poverty in Europe*. \$F/ord: !asil !la*k1ell.

!a.nas*o A. e %e.ri %. (226). *Classi, ceti, persone*. %a)oli: "i.uori #ditore.

Calysn, (. 5., &orse, 7. A., 3linken=er. , W. D., 4onker, (. D., ? Trusty, & ". (2002). &oderators and , ediators of *lient satis/a*tion in *ase , ana.e , ent)ro.ra , s /or *lients 1it- se+ere , ental illness. *Mental Health Services Research*, 6(6), 2KL^2LE.

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A4'2* - %(1 , -2' ,2)& &' +)* .) , 1 1 &/ :& +/34%*5* .2&
 4* 1 1 (- , (' ,2)& &- /2' (, '2* - +* /'-4* -052' .

+,) M ,)2&-T%@)B/ & N& (2553¹



#n situation)ost-*on/lit, des)ro.ra , , es de)sy*-olo.ie *o , , unautaire et de)sy*-olo.ie so*iale sont a))el;s
 H *ontri=uer H des a*tions de sta=ilisation ou de)aif. \$n)eut noter aussi :ue *ertains)ro.ra , , es de
)sy*-olo.ie so*iale s)a))uient sur la *o , , unaut;)our atteindre des o=le*ti/s -u , anitaires.

Pour re)endre *es deuF a))ro*-es, on)eut :uestionner *-a*une des dis*ij)lines. #n sa*-ant :ue sur le terrain
 -u , anitaire la *o-eFisten*e des nationalit;s des inter+enants, les di//i*ult;s lin.uisti:ues +enant s)a)outer auF
 di//;rentes r;/;ren*es t-;ori:ues, la *on/rontation a+e* des situations sou+ent e ,)reintes de +iolen*e et
 d;)our+ues de , od;lisation a**entuent la *on/usion)ar ra))ort auF)ositionne , ents d; *ole.

"o=le*ti/ de lia*tion -u , anitaire)r;sent;e i*i est de /a+oriser le , ;*anis , e Z d;e ,)o1er , ent [, la re)rise de
)ou+oir sur leur +ie)ar les indi+idus et)ar la *o , , unaut;.

"a)sy*-olo.ie *o , , unautaire se situera *o , , e)sy*-olo.ie Z en.a. ;e [, au *et; des)lus)au+res, des)lus
 +uln;ra=les, de *euF :ui sont atteints dans leur sant; , entale)ar le d;sordre du , onde, la +iolen*e des
 ;!; , ents naturels, la douleur en .endr;e)ar la *ruaut;.

Ces)ro.ra , , es -u , anitaires auront aussi)our s);*i/i*it; une arti*ulation entre sant;)-ysi:ue et , entale,
 sant; en+ironne , entale et sant; dite selon les *as sant;)sy*-oso*iale ou sant; *o , , unautaire.

"es)ro.ra , , es de sant; , +ia la r;-a=ililation d;e)itauF et la lutte *ontre le 0'@_Sida et les a*ti+it;s de
 r;-a=ililation d;+elo))es dans des Centres *o , , unataires et des Centres de 5eunesse doi+ent)er , etre
 dans les situations de)ost-ur .en*e de r;ta=ilir de , eilleures *onditions de +ie)our la)o)ulation.

E'(:& :& 4, /

La situation

%ord de la (;)u=li:ue Centre A/ri*aine, Pro+in*e de la 0aka .a, Pr;/e*ture de !irao.

&a`tre de Con/; ren*es H !9ni+ersit; de %antes.

"a)olution , aloritaire , ent de *on/ession , usul , ane (LOb de , usul , ans, 2Eb de *-r;tiens et Eb diani , istes) est de E2 2EM -a=itants (9%FPA - 200A). #lle est /orte , ent *ara*t;ris;e)ar un d;*ou)a .e et-ni:ue. "es)rin*i)ales et-nies sont les 3aras, les @aoussas, les 7oulas, les (un .as, les Saras et les 4oulous. "es tensions *lani:ues eFistent de)uis lon.te ,)s , ais la situation tendue et non s;*uritaire des r;*entes ann;es eFa*er=e)arti*uli<re , ent *elles entre les 7oula et les (un .a. #n Juin 2002 les karas H !irao)rennent les ar , es, et on +oit H nou+eau des d;)la*e , ents de)olutions :ui se r;/u .ient dans la =rousse.

Alors :ue l;*ono ,ie de la r; .ion se =ase)rin*i)ale , ent sur l!a .ri*ulture, a+e* un)eu d!;le+a .e et de *o , , er*e, l!ins;*urit; est un /a*teur entra+ant le d;+elo))e , ent a .raire, les *-a ,)s sont soit laiss;s H l!a=andon soit)ill;s, les , ar*-ands +enant les ann;es)r;*;dentes du T*-ad ou du sud de Soudan ne se d;)la*ent)lus, les ;*-an .es *o , , er*iauF de la r; .ion sont lar .e , ent a , oindris.

#n 2006 et 200K, des a//ronte , ents entre les , ili*es re=elles et les /or*es du .ou+erne , ent ont ;*lat; dans le %ord du)ays, *ontrai .nant des , illiers de)ersonnes H /uir et H se d;)la*er au sein , > , e de leur)ays ou H se r;/u .ier au T*-ad ou au Soudan,)ays /rontaliers.

"a situation dans la Oaka .a reste insta=le et le =anditis , e ^Z les *ou)eurs de route [- e ,)>*-e r; .uli<re , ent l!aide -u , anitaire de)ar+enir au)r<s des)olutions les)lus +uln;ra=les.

\$n trou+e don* sur *ette Gone de no , =reuF d;)la* , s internes, , ar:u;s)ar les +iolen*es des *on/lits, et des r;/u .i;s +enant du T*-ad et du Soudan.

"a :uestion de la r;int; .ration des en/ants soldats d; , o=ilis;s et des en/ants :ui ont)arti*i); auF *on/lits est un)ro=K , e)sy*-olo .i:ue et so*ial :ui)eut .ra+e , ent a//e*ter leur de+enir et *elui de leur *o , , unaut; si elle n!est)as trait;e.

De)uis Juillet 200L des)ro .ra , , es /inan*;s)ar des institutions internationales et , is en oeuvre)ar des \$%7 de+raient)er , ettre de /aire red; , arrer les stru*tures ;du*ati+es ^ (re*onstru*tion des ;*oles, /or , ation des , a`tres-)arents) et sanitaires (restauration de l!-e)ital)r;/e*toral de !irao et de dis)ensaires,)ro .ra , , es de sant;)u=li:ue, eau et assainisse , ent) et de r;)ondre auF =esoins)sy*-oso*iauF de la)olution.

'l s!a .it d!a , ;liorer les *onditions de +ie des)olutions a//e*t;es)ar le *on/lit et d!a))orter un soutien)sy*-oso*ial .lo=al auF)ersonnes trau , atis;es. 9n)ro)et)sy*-oso*ial)our la)rote*tion de lien/an*e /inan*; ;)ar l!9%#F a)our =;n;/i*iaires les en/ants et les Jeunes en/ants +uln;ra=les et eF #n/ants Asso*i;s auF For*es et 7rou)es Ar , ;s (A#F7A).

Les activités du programme psychosocial ont pour objectifs

a. "a)r;+ention des d;sordres)sy*-olo .i:ues

-)ar la re , ise en)la*e de)ro*essus *o , , unautaires dans des :uarters *o ,)os;s de /a , illes d!ori .ine et de /a , illes d;)la* ;es.

- en organisant des groupes de travail dans le quartier et ailleurs, de façon à établir un esprit de solidarité et d'entraide entre les organisations.

- les personnes isolées, les personnes âgées, les personnes handicapées, les personnes à faible revenu et une fois par semaine des groupes de travail s'organisent avec elles.

- la mise en œuvre des personnes travaillant dans les services sociaux et la réalisation de projets sociaux pour améliorer les conditions de vie.

- un soutien est apporté aux personnes souffrant d'une maladie mentale, être en mesure de gérer, entre autres, les problèmes.

- dans le but de renforcer les liens, entre autres, les enfants, des groupes de personnes sont organisés une fois par semaine ainsi que des ateliers de cuisine et des ateliers artisanaux pour améliorer leur santé, ainsi que des ateliers de soutien mutuel et de soutien aux personnes souffrant de problèmes de santé mentale, 142 (n) - 1 (d6) 10 (e) 104. *66 () - 1 (21) 10 (,) - 2 ((r) 1 (e) - 1 (,) - 1 (l) - 3 (u) 6 (e) 3) - 1 (u) 10 (ues r8 (d) - 17 (s) - 3 (o)] T] T* [(d1 () - 77 ,) - 1 (l) - 3 (n) - 76 (e) 032r84 TD [(-) 1 (84 TD [(l3) - 1 (r) 1 (a (s) - 3 (o

d. "e) ro=<, e des en/ants soldats et des en/ants asso*i;s auF *on/lits

Sur la Gone *on*ern;e, les di//;rents *on/lits, et)lus)arti*uli<re, ent les atta:ues de 200L et les luttes entre FACA (Ar, ;e r; .uli<re Centre A/ri*aine) et 9FD ((9nion des For*es D; , o*rati:ues (;)u=li*aines) ont entra`n; des d;)la*e, ents i,)ortants de)o)ulation. Des +illa.es ont ;t; =rTl;s, des , eurtres et des +iols ont ;t; *o, , is.

Dans de no, =reuF +illa.es (Tirin .ulu, 7ordil, Sikekede, !oro, ata, &ele, Oodo, assa, %di/a, Ai//a, &aka et A, ar), on esti, e :ue 2Eb des en/ants ont)arti*i); dire*te, ent auF -ostilit;s, d;autres y ont)arti*i); indire*te, ent en a))ortant une aide lo .isti:ue. %ous)ou+ons ; .ale, ent noter :ue :

Au , oins 20b des en/ants enrel;s)ar l;9FD (;taient des /illes.

!eau*ou) de /illes enrel;es ont /r; :ue, , ent ser+i d;es*la+es seFuelles.

De no, =reuF *as de +iols ont ;t; ra))ort;s,)arti*uli<re, ent dans les +illa.es de Tirin .ulu, 7ordil, &l; et !oro, ata. (*/. @u, an (i. -ts Wat*- , Z #tat d;anar*-ie [, ra))ort du A se)te, =re 200L sur Z "a r;=ellion dans le %ord #st [).

"e no, =re d;en/ants toujours asso*i; H des .rou)es ar, ;s est di//i*ile H ;+aluer, nota, , ent au sein des .rou)es re=elles r; *ents tels :ue le CP5P, le FDPC et le &"5C . Pour autant, *euF asso*i;s auF)rin*i) auF .rou)es re=elles *onstitu;s)ar l;9FD (et l;AP (D² ;taient ;+alu;s H 6E0)ar l;9%'C#F^A et A00)ar le &inist<re des A//aires #tran.<res /ranDais⁶.

Plus r;*e, , ent, et *on*ernant !irao et la Oaka.a, des trou=les ont re, is en :uestion l; :uili=re /ra.ile de la Gone *on*ern;e.

Du E au K Juin 2002, des atta:ues ont eu lieu dans la +ille de !irao, a, enant une)artie de la)o)ulation H /uir.

De no, =reuses , aisons ont ;t; in*endi;es, et des en/ants ont ;t; i,)li:u;s dans *es a//ronte, ents et-ni:ues. Des , illiers de)ersonnes se sont r;/u.i;es dans la =rousse, les *-i//res a+an*;s allant de 2000 H 6000 (;+aluations du C'C (et de l;\$%7 Trian .le)

"a &inur*at est sens;e s; *uriser la Gone.

B&/ *2- / :&/ &-0, -' / &>-4* 16, '' , -' /)&5&;@/ ,+)B/ 5& :@/ ,) 1&1&-'.

"es en/ants eF-*o, =attants tra+ersent des di//i*ult;s d;ordre)sy*-olo.i:ue et so*ial et il est don* n; *essaire de les r;ins;rer dans leur so*i;t; a/in d;anti*i)er des d;r<.le, ents :ui seraient do, , a.ea=les H euF et H leur *o, , unaut; :

- Di//i*ult;s)sy*-olo.i:ues :)eurs et trau, a de .uerre

&"5C &ou+e, ent de la "i=;ration de la 5eunesse Centre A/ri*aine

² AP (D Allian*e Po)ulaire Pour la (estauraton de la (;)u=li:ue et de la D; , o*ratie

^A DD (de 7ordil, 200L.

⁶ Donn;e issue de l;A)el H)ro)osition du Ser+i*e de Co))ration et d;A*tion Culturelle de l;A, =assade de Fran*e du Soudan, 5uillet 2002.

- Difficultés à avoir des conduites fondées sur le contrat social. #Fertilité de la violence pour arrêter leurs fins (ne restent : que la loi du plus fort).

Alors : que les leaders du mouvement attendent la mise en place du DD (: que le .ou+erne , ent) r ;) are, il devient i ,) ortant de r ;) arer la r ; insertion des enfants via une prise en *-ar.e) sy*-oso*iale.

B&/ *2- / : &/ &-0, -' / ; 24'21 &/ : (4* -052' : & 5, ; 255 & : & B2), *

A *et; des enfants eF-*o , =attants, *iest liense , =le des enfants de la ville de Mirao : ui ont souffert des ; + ; ne , ents de Juin 2002 et n ; *essitent aujourd'hui un suivi) arti*ulier.

"es Centres Co , , unautaires) rennent en *-ar.e les enfants de , oins de 2 ans et les jeunes, a+e* des a*ti+it;s d'i ; +eil) our les) lus) etits, des a*ti+it;s de *r ; ati+it ; , des a*ti+it;s) orti+es, de sensi=ilisation H li-y . i < ne, de l'initiation au =ri*ola.e i

Axes de l'action

a) "a) rise en *-ar.e de la sant ;) -ysi:ue et , entale des enfants ayant suivi des) ri+ations, des , au+ais traite , ents et *onnu la) eur.

"a sant ; est un des *-e , ins les) lus sTrs +ers la) aiF : lien/ant, le jeune, doit) ou+oir re*ou+rer un ; : uili=re, se li= ; rer du trau , a, le : uel sia**o ,) a.ne de *onduites +iolentes, d'iaddi*tions, et rede+enir *a)a=le de d ; *ider de son a+enir.

=) "e soutien) sy*-oso*ial, a+e*) our /inalit ; la r ; insertion so*iale.

A *et; du soutien) sy*-olo.i : ue de lutte *ontre le stress, des o=je*ti/s de r ; insertion) assent) ar la , ise en) la*e d'iun) rojet individuel, a+e* des strat ; .ies d'i a) rentissa.e s*olaire et) ro=essionnel.

Pour les /illes, un traite , ent) arti*uli<re, ent attentif/ H leur r ; insertion doit >tre ; la=or ; , *o ,) te tenu des souffran*es : uelles ont) u suivre et du r;let ; +entuel : ui) eut a**o ,) a . ner *es situations.

*) Pr ; +ention H lienrele , ent

C* -45 (/2* -

'l nous se , =le en e//et essentiel : que la *o , , unaut ; soit le +e*teur de *ette r ; insertion et = ; n ; /i*ie dans son ense , =le de *ette a) ro*-e int ; .r ; e, in*luant la sant ;) -ysi:ue, le) sy*-oso*ial, le so*io ; *ono , i : ue et la r ; int ; .ration s*olaire, dans une d ; , ar*-e d'empowerment : ui *onsolidera le) ro*essus de r ; *on*iliation. "a) arti*iation de *-a*un des , e , =res de la *o , , unaut ; sera ainsi re*-er*- ; e. "es d'i// ; rents ni+eauF du) rojet, so*ial,) sy*-olo.i : ue,) sy*-oso*ial, ; *ono , i : ue, ; du*ati/, de sant ; ...seront) ort ; s) ar une dyna , i : ue i ,) uls ; e) ar li\$%7 et soutenue) ar la *o , , unaut ; .

Cependant si il est important de travailler selon des axes de sy-ologie , , unautaire, on doit noter i* les di//i*ult;s :ue)r;sente une Z *o , , unaut; [di+is;e en et-nies ;+entuelle , ent -ostiles, en /a , illes)oly.a , es dans les:uelles *-a:ue /e , , e d;+elo))e une -ostilit;)ar ra))ort auF *o-;)ouses en)arti*ulier)our)ou+oir assurer la su=sistan*es de ses)ro)res en/ants.

"e *on*e)t Z *o , , unaut; [:ui a . ;n;r; des Z)aillotes *o , , unataires [,)our :ue)uissent se tenir les r;unions dans les:uelles sont)rises les d;*isions :ui doi+ent i ,)ulser une dyna , i:ue au :uartier *on*ern; , le Centre *o , , unautaire r;tro*;d; H liasso*iation des /e , , es a/in :uïelles)uissent y tenir leurs r;unions et , ener leurs a))rentissa.es et a*ti+it;s de *outure est i*i r;interro. ;)ar les +uln;ra=ilit;s so*iales r;a*ti+it;es)ar les a//ronte , ents et-ni:ues.

"2. %'2- . 0*) :2;&)/2'3F '%& 6&'&) '%& 4* - /42&- '2/ , '2* - '%&
 .)& , '&) '%& 4% , -4& *0 +* /2'2;& 4% , - .& 2- , '2' (:& 0*)
 1 ,) .2- ,52/&: /&> (,52'2&/ 2- M , -4%&/'&) UG.

63 M24% , &5 R24% ,) : /1



'n , y *a) a*ity -as a =oyis and youn. , enis 1orker 1it- a youn.)eo)leis or. anisation, ' deli+er in/or , al sessions t-at *-allen.e t-e stereoty)i*al +ie1s youn. , en -a+e on -o , oseFuality and alternati+e seFualities. T-e res)onse ' -a+e re*ei+ed /ro , t-ese youn. , en -as =een ne. ati+e. T-ey . enerally re/use to a*kno1led.e t-at .ay)eo)le -a+e e , otions and -u , an ri. -ts like e+eryone else. 'n t-is arti*le, ' 1ill eF)lore a)otential 1ay t-at -o , o) -o=ia *an =e ta*kled.

' 1ork 1it- youn. , en (A-2E years old) on issues o/ identity, , as*ulinity and relations-i)s in so , e o/ t-e , ost de)ri+ed)arts o/ &an*-ester, 93, 1-i*- in itself re , ains one o/ t-e , ost de)ri+ed distri*ts in t-e 93 (Talukder and Frost, 200M). \$ne o/ t-e , ost serious so*ial issues a/lle*tin. youn.)eo)le in t-e 93 today is t-e teena.e)re.nan*y rate. T-is *an =e attri=uted to , any t-in. s in*ludin.)o+erty and in*o ,)lete edu*ation. ' a , e ,)loyed to ensure t-ose youn. , en -a+e an ade:uate seF edu*ation and t-ere=y -o)e to redu*e teena.e)re.nan*ies. T-e)role*ts on 1-i*- ' 1ork *reate a)la*e /or youn. , en to lea+e t-eir , a*-o i , a.e =e-ind and say 1-at t-ey really t-ink , =elie+e and /eel: t-ey ena=le youn. , en to de+elo) *riti*al *ons*iousness a=out t-e , sel+es in a 1ider so*ial *onteFt.

' 1ork 1it- youn. , en in .rou)s , *reatin. relaFed s)a*es /or dialo.ue t-at *o , =ine , y eF)ertise 1it- t-e ta*it kno1led.e =rou. -t =y t-e , . ' de+elo)ed t-e t-e , es and /a*ilitation , et-ods /or t-e sessions in *onsultation 1it- ot-er stake-olders, su*- as yout- 1orkers and *o , , unity 1orkers, and youn. , en are in+ited to join t-e sessions +ia +arious youn.)eo)leis a.en+ies in &an*-ester. T-e sessions /o*us eF)li*itly on seFual =e-a+our and relations-i)s, and i ,)li*itly on t-e , enis /eelin.s a=out t-e , sel+es and t-eir)la*e in so*iety. T-rou. - t-e .rou)s, ' a , ai , in. to ena=le t-e , en to /ind ne1 1ays o/ t-inkin. a=out t-e , sel+es and a*tin. in so*iety: , o+in. =eyond t-eir internalised eF)e*tations o/ eF*luded yout- to)ositi+e and a*ti+e *o , , unity)arti)i)ants. ' ai , to esta=lis- dialo.i*al relations-i)s t-rou. - 1-i*- t-e)ro*esses o/ deideolo.isation and *ons*ientisation *an o**ur (Freire and FaundeG, 2M2s &ontero, 2006). &y a))roa*- is t-at learnin. is =est a*-ie+ed t-rou. - dialo.ue =et1een)eo)le. ' =elie+ed t-at , y sessions on seFual -ealt- 1ere a .ood o))ortunity /or , e to *-allen.e youn. , en and t-eir stereoty)i*al, ne. ati+e attitudes to1ards les=ian, .ay , =iseFual and trans.ender)eo)le.

' used a si ,)le tool to initiate *on+ersation a=out stereoty)i*al t-e , es around seFuality (see ta=le). ' de+elo)ed t-is resour*e /ro , yout- 1ork resour*es as a si ,)le tool to *-allen.e)rejudi*e to1ards alternati+e

&an*-ester &etro)olitan 9ni+ersity

seFualities. T-e si ,)le state , ents -el)ed =e.in *on+ersation and t-e youn. , en si ,)ly needed to ti*k t-e =oF t-ey a.ree 1it- t-e , ost. T-e si ,)li*ity o/ t-is tool allo1s all youn. , en to .et in+ol+ed. \$+erall, ' -a+e 1orked 1it- a))roFi, ately 200 youn. , en a.ed A ^ 2E around *entral &an*-ester, usin. t-is tool and talkin. a=out t-e , es to do 1it- seFuality.

State , ent	A.ree	Disa.ree
Trans .ender is natural.		
7ay relations-i)s don't last +ery lon..		
All les=ians -ate , en.		
!iseFual)eo)le are *on/used a=out 1-et-er t-ey like , en or 1o , en.		
7ay , en /an*y all , en.		
All .ay)eo)le talk a=out is a=out =ein. \.ay\.		
7ay , en are *-ild , olesters.		
"es=ians s-ouldn't -a+e *-ildren.		
!ein. .ay is nor , al.		
So , e les=ians 1ant to =e like , en.		
!ein. .ay is a *-oi*e.		
All .ay , en -a+e anal seF.		
't is a**e)ta=le /or , en to 1ear 1o , en's *lot-es.		
Peo)le 1it- @'0 are nor , ally .ay.		

Table 1 – Tool used to initiate conversation around themes stereotypically associated with 'alternative' sexuality.

'n , y eF)erien*e, 1orkin. 1it- youn. , en 1-o are out1ardly -eteroseFual, t-ere is no o+=ious reason 1-y t-ey -ate .ay , en, a)art /ro , t-e /a*t t-at .ay)eo)le)resu , a=ly -a+e dil/erent seFual)ra*ti*es. 'nitially, 1-en dis*ussin. t-is issue in .rou)s, t-ere 1as an out)ourin. o/ -u , ourless, insensiti+e +itriol. For eFa ,)le, insults and rude .estures to1ards .ay)eo)le. @o1e+er, t-is JuFta)osed t-e later sta.es o/ dis*ussion, 1-i*- on*e t-ey 1ere *-allen.ed t-ey still eF)ressed t-eir initial ne .ati+e +ie1s, =ut eF)ressed understandin. o/ , y *-allen.in. ar .u , ents (anti -o , o)-o=i*). ' =elie+e t-is *an =e eF)lained understandin. \so*ial -o , o)-o=ia\, 1-i*- is t-e /ear o/ =ein. identifi)ed -as a .ay)erson (T-o , as, 2000). @o , o)-o=ia in , en *an =e *orrelated 1it- inse*urity a=out , as*ulinity. 'n one in*ident, ' *-allen.ed a .rou) on t-eir -o , o)-o=i* attitudes, =ut t-eir res)onse 1as to t-ro1)a)er at , e and at one)oint in an .er a /e1 o/ t-e , 1ere a=out to t-ro1 a ta=le in , y dire*tion. T-eir =e-a+our de , onstrated so*ial -o , o)-o=ia =e*a+use it 1as an o+er rea*tion to a non-o//endin. de=ate, =ut t-ey needed to a*t , as*uline to de , onstrate to t-eir)eers t-at =ein. .ay 1as una**e)ta=le. T-is *oin*ides 1it- C-odoro1s (222) ar .u , ent t-at -o , o)-o=ia is a , et-od o/)rote*tion o/ traditional , ale , as*ulinity.

T-e ne .ati+e attitudes a.ainst .ay , en *an =e eF)li*itly analysed listenin. to t-e lan.ua.e t-at youn. , en use to des*ri=e .ay)eo)le. Words used in*lude \)u/\, \a.ot\ and \arse li*ker\, 1-i*- are *o , , on ne .ati+e 1ords used =y t-e youn. , en. T-is -ars- lan.ua.e)ro , otes traditional, , as*uline attitudes to1ards .ay)eo)le, =ut , ar .inalises .ay youn. , en and)eo)le /ro , .ay *o , , unities. 'n addition, youn. , en 1-o ' -a+e 1orked 1it- de/line .ay , en -as eit-er *a ,)\ or , en 1-o -a+e anal seF 1it- ot-er , en. ' asked t-e , -o1 t-ey kne1 t-is in/or , ation i/ t-ey 1ere not .ay t-e , sel+es and t-ey /ound t-is dil/i*ult to eF)lain. ' /ound t-at t-ey do not kno1 t-e , sel+es 1-y t-ey are -o , o)-o=i* and 1-en t-ey are /a*ed 1it- t-is *-allen.e t-ey o/ten .o silent or try to *-an.e t-e su=le*t. %orton (2002) su .ests t-at t-e eFisten*e o/ \:ueer\ lan.ua.e is =elie+ed to -a+e e+ol+ed

of structures and values of the eternal, mainstream, culture. It is heresy and, on the other hand, as a means of desecration. An object, person or activity as a unit, important.

Overall, not all sessions were done, intended by the facilitator. For example, one young person, an anti-racist attitude in the class was not fair and he told the class he felt. The reaction was one of silence and surprise that he had the guts to say this in front of his peers. This demonstrated the importance of heterogeneity, needs to stand up and take the traditional heterogeneity, as well as issues. With these, the role models, the facilitator was able to help and help in to change attitudes.

Overall, most of the young people were usually not and refused to acknowledge that difference is a challenge. The group pressure and narrow-minded attitudes, they generally refused to accept it, by themselves. Overall, when one of their peers occasionally accepted it, by themselves, their negative attitudes were a silent. This indicates that the attitudes are strong, but in their particular environment, at their particular age, we are more resistant to diversity is unacceptable. The young person, and did not, after nearly a year. A challenge towards, in an effort, by themselves on his attitudes, that it is a matter of fact. The student stated that they could not be as different as they were older. He felt it was a process everyone as to the group when they were younger. This indicates that the role models, employers and education all play a role in promoting diversity. The facilitator is not a process, but an unnecessary attitude to maintain.

This study demonstrated the importance of taking the facilitator's role as a challenge. There is clearly still a lot of resentment for alternative realities. This study indicates that diversity is important and the promotion of this role models is important. It is clear that, more work needs to be done in the future to surround young people in terms of skills, organizations and families. In particular, it is crucial for the heterogeneity positive role models to be available to take the traditional. Despite the work of the facilitator, resentment for alternative realities and seeking to change attitudes, for attitudes to actually change, the narrow-minded attitudes of these institutions need to change too and act as a role models. & work is a good way to a) role - the student's role models and there are a lot of initiatives that are being taken against the oppressive and exclusive nature of heterogeneity. They do not necessarily transfer attitudes towards gay people. For that reason, political and educational attitudes need to change and be more progressive in the future. For the rights of alternative realities.

R&D-4/

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S4%* *5 (- :&), 4%2&; & 1 & - ' 0)* 1 a(- :&), 4%2&; &)L/ + *2 - ' *0 ; 2&A

63 b ,)& S&)'&52 - M&)4 , - 1



A6/'), 4'

The purpose of this study is to increase our understanding about the feelings of undergraduates related to their undergraduate experience. Six focus groups were conducted with students from grades L-M. Discussions are analyzed via qualitative content analysis. In addition to definition of undergraduate experience, the following themes were defined: self-efficacy, relationships with family, teachers and classmates (friends). Sources and sources were frequently identified by participants.

1-')* : (4'2*-

The present study differs from previous research by using non-student leaders to help undergraduates experience the present study differently than provide a better understanding of their attitudes, perceptions and feelings of their participants through discussion. The data gathered from the undergraduate experience are defined as, self-efficacy or, an experience, usually measured through grades, that is substantially related to the grade of the student's mental ability, typically measured by intelligence or standardized aptitude tests (Call et al., 2002, p. 66). This paper focuses on the educational experiences of a group of undergraduate students from their own perspectives, in terms of understanding of students' reports of their experiences of self-efficacy, experience, and feelings related to this.

M&'%* :

The researcher intended to help the experience of undergraduate students through the lens of their experience. This qualitative research is the first. In order to understand the participants' own definitions and meanings of experience, and to avoid bias, an artificial definition of a qualitative research design was adopted for this study. This allowed the researcher to provide participants' experiences, perceptions, and experiences more vividly.

Participants

Participants were 60 (6 females and 26 males) students attending primary school (grades L-M). All participants had to be in the study when attending the different urban schools in the same part of the city, 1-11 years old, in the eastern regions of Turkey. The socio-economic profile of the area was predominantly lower class,

of the cases) parents are the primary workers. Because of the family income, the child is working after school hours. Study, as conducted with the students who are underachieving.

Data collection & Analysis

Data was collected via focus group discussions. Following the aims of the study, the interview guide consisted of semi-structured questions. Participants were asked to what do they think about achievement, and do they experience it their school achievement, and what do they experience due to their achievement status in different settings.

All of the focus group settings took place in one of the offices in the schools and lasted between 60 to 90 minutes. Upon the consent of the participants, the sessions were recorded on audiotapes and later transcribed. Qualitative content analysis was conducted for analysis of the data. Following a close reading of the transcripts, recurrent themes as the transcripts were identified, interrelated themes were categorized, and a working theoretical framework for the data, the emerging categories were gradually revised, and deduced to form the final categories. Finally, the emerging categories and sub-categories were organized into responses to the research questions. Participants names are not used for the purposes of confidentiality.

R&I (5)

Achievement (meaning)

Participants' general tendency was to determine an achievement student as hardworking student. Hardworking student and achievement were experienced as the same thing for the participants.

An achievement student is hardworking student (L1, L2)

An achievement, means hardworking.. / you want to achieve you must study (L3, L4)

Self-pity

Most of the students included in this study recognized the need to succeed in school and they were dissatisfied about their school performance

Yes, an underachiever, it is important to achieve, 'I would want to be an achiever' (L5, L6)

Their state, wants about the self-satisfaction that they experienced their underachieving status is not working for the sake of, and not doing, or, or (L7, L8). The feelings, most of them, wanted to underachieve, they were 'sorrowful', 'sadness', and 'ashamed'.

When the test results say 'only I have studied, and I feel sorrow not to studying but later on I don't study again' (L9, L10)

When the teacher says 'I'm so sad about it, I cry; 'I refuse to go to work - order, but I can't do anything on my lessons I want to work hard but I can't, I want to struggle but I can't' (L11, L12)

'You are ashamed, you say yourself / they can do, I can't' (L13, L14)

Family relationships

Students were asked to write a paragraph about how they feel about their parents. One student wrote: "My mother is always sad because she feels sorry for me, and I feel so bad because she feels sorry for me." (10-year-old, female)

Another student wrote: "My mother is always sad because she feels sorry for me, and I feel so bad because she feels sorry for me." (10-year-old, female)

Students were also asked to write a paragraph about how they feel about their parents. One student wrote: "My mother is always sad because she feels sorry for me, and I feel so bad because she feels sorry for me." (10-year-old, female)

As mentioned above, research has indicated in a disadvantaged part of the city. Families live here, and any economic role, such as family income, is generally low. Many like to stay in the area and to stay for the electricity are the essential matters of families. So, the parents send their children to school just because it is an obligation due to law. As a consequence of the economic and cultural background of children, they value their families (3aŠtD=aE, 2M2). So they expect their children to make so, the contribution for the family income. Most of the children participated in the study were threatened by not being allowed to continue their education.

Parents expect them to earn money, but their conditions are not good enough. They wouldn't send their sister to secondary school, she is working. So, they say to her, she also has to finish her elementary school you have to work, it's important for my family that I have to earn money (10-year-old, female)

Another student wrote: "My mother is always sad because she feels sorry for me, and I feel so bad because she feels sorry for me." (10-year-old, female)

Generally, they have no time to do their work or study for example, I wake up early in the morning, go to work (working in a restaurant) then I have to go to school, and after school I have to go to work, I have to go to work and just want to sleep (10-year-old, female)

Although parents expect their children to do well in school, they were not really concerned about their children's school outcomes. In a study by Liu (200A), attitudes and behaviors as a result of parent income, mainly for the lack of education and/or for a feeling of alienation for the system.

T&, 4%&) &5, '2* - /%2+ /

Thus, in students were mentioned about the teacher relationships. Distinctions and support. Also, a few

"I've changed through the concern of teacher Gülser. ' I couldn't read and write until this year. ' I was always saying. I could not go to school to read and write ' I could study , my lessons, =not no thanks to -er ' I can read and write so ' I can study , my lessons (.irl, Mt- .rade)

In so, the cases they also mentioned that teachers , say , make discrimination =between a -ie+ers and undera* -ie+ers:

So, the teachers distinguish - hard workers and su))ort t-e , , 1-en ' ask so , et-in. t-at ' didn't understand well, she answers me negligently or gets rid of me, =not if a -ard1orkin. student asks so , et-in. tea* -ers answer -i , _-er 1it- sy ,)at-y (.irl, Lt- .rade)

When an undera* -ie+er raises -is -and to answer a :uestion, teacher ignores him, like a bit moody for him (=oy, Mt- .rade)

So, the teacher feels . , ost a**o ,)anied to undera* -ie+e , ent

When ' .ot a =ad .rade /ro , an eFa , ' a , as-a , ed. W-en tea* -er read t-e results of t-e eFa , s in t-e *lass loudly, I put my head on the table and try not to have eye contact with the teacher (.irl, Lt- .rade)

C5, // 1 , '&)&5, '2* - /%2+ /

T-ree , ain su*ate.ories 1ere , entioned a=out t-e *lass , ate relations-i)s. (e)et, tease and su))ort.

@ard1orkin. students, don't a**e)t undera* -ie+ers) /riends-i) t-ey .enerally send t-eir ti , e 1it- ot-er a* -ie+ers (.irl, Mt- .rade)

T-ere 1ere so , e /riends , akin. /un of , e =e*ause ' *an not read and write (.irl, Lt- .rade)

A* -ie+ers, o+er1-el , undera* -ie+ers (.irl, Lt- .rade)

Su))ort of t-e *lass , ates is also i ,)ortant /or)arti*i)ants alt-ou. - it's not , entioned as , u* - as tea* -er's su))ort. Class , ate su))ort is indi*ated as -el)in. =e-a+ior in lessons:

So, the , es, -ard1orkin. ones .uide us, t-ey s-o1 t-e ri. -t answers (=oy, Lt- .rade)

D2/4(//2*-

While the aim , of t-is)a)er is not to identify *ausal e//e*ts, its s)e*/i/* .oal is to)rovide a =rie/ des*ri)tion of 1-at do t-e students 1-o undera* -ie+es eF)erien*e a=out t-eir undera* -ie+e , ent. T-e study -i. -li. -ts t-at =ein. an undera* -ie+er =rin. s , any e , otional di//i*ulties. As a su. .estion /or /urt-er resear*- t-ese e , otional di//i*ulties , ay =e studied in a lar.er *onteFt. Fa , ilies and tea* -ers o1n)er*e)tions , ay *ontri=ute to understand t-ese *-ildren =etter.

R&0&)-4&/

3aŠtD<=aE<, X. (2M2). T-e *-an.in. +alue of *-ildren in Turkey. Pu=l. %o. K0-#. @onolulu: #ast-West Center. &*Call, (. !., #+a-n, C. ? 3ratGer, ". (222) @i.- s*-ool undera* -ie+ers: 1-at do t-ey a* -ie+e as adultsC T-ousand \$aks, CA: Sa.e Pu=li*ations.

\$.=u, 5. (200A) !la*k A, eri*an students in an a//luent su=ur=: a study of a*ade, i* disen.a.e , ent %5, "a1ren*e #rl=au , Asso*iates.

T-is 1ork 1as su))orted =y (esear*- Fund of t-e 'stan=ul 9ni=ersity. Proje*t nu , =er 9DP-6 2A_2 0M2002

(:242,)3 & - ;2)* - 1 & - ' , - : +**) 0 , 1 252&/F)2/9 *) +)* '&4'2* - 0*)&5, '2* - /%2+/M

63 S2 1 * - & : & B2, <<2 U;25, B, '2/' , S25; &2) , & M,)2, A- .&5, M, '' ,) ! (-&/1



A6/'),4'

T-e :uality of /a , ily relations -as an eF)ressi+e role o+er t-e -u , an eFisten*e and , ay *onstitute a *ontefT /or)ro*esses of de+elo) , ent and learnin. of *o ,)eten*ies. 't also *ontri=utes to t-e i ,)ro+e , ent of so*ial stru*tures. T-e =ioe*olo.i*al a))roa*- of -u , an de+elo) , ent)uts /or1ard t-e i ,)ortan*e of t-ose and ot-er intera*tions. T-is study ai , ed to in+esti.ate t-e relational)ro*esses and , e*-anis , s o)eratin. in t-e Judi*ary en+iron , ent t-at attend)oor /a , ilies in+ol+ed in Judi*ial *on/li*ts. T-e results)ointed to1ards a dis*onne*tion =et1een t-e)ro/essionals re)resentin. t-e Judi*ary syste , in /a , ily *on/li*ts and t-e .eneral)o)ulation. T-is /a*t see , s to =rin. , ore dili*ulties /or t-e)ro=le , s§ solution 1-i*- is a)aradoF *onsiderin. t-e duties of)rote*tion esta=lis-ed at t-e !raGilian Federal Constitution.

3ey-1ords: /a , ily relations,)oor /a , ilies, Judi*ial en+iron , ent

l-')* : (4'2*-

Alt-ou. - t-e :uality of /a , ily relations-i)s *onstitutes an i ,)ortant *ontefT in =uildin.)ro*esses of -ealt-y -u , an de+elo) , ent ((odri.o ? PaIn*ios, 22M), t-ere are ot-er)roFi , al intera*tions in dilferent *ontefTs t-at , ay also -a+e a rele+ant in/uen*e on t-e as)ets of learnin. *o ,)eten*es t-at)ro , ote =etter li/e :uality (4unes, &endes ? Al=u:uer:ue, 200L). T-e =ioe*olo.i*al t-eory of -u , an de+elo) , ent of 9rie !ron/en=renner (!ron/en=renner, 200E) is a re/eren*e t-at /urt-er eF)lains t-ese syste , s and t-eir dyna , i*s of in/uen*es. 'n t-e s)e*/i/i* *ases of /a , ilies 1-o .o t-rou.- Judi*ial *on/li*t, t-e relational)ro*esses and , e*-anis , s 1-i*- o)erate in t-e Judi*ary en+iron , ent , ay re)resent ele , ents of risk or)rote*tion /or t-e /a , ily relations-i)s. 't is also kno1n t-at t-e *ondition of)o+erty , i. -t =rin. additional ad+ersities /or so , e of t-ose /a , ilies (7ar=arino ? A=ra , o+itiG, 222). T-ere/ore, our interest in t-is)resent resear*- -ad t-e /ollo1in. ai , s:

'n+esti.ate t-e relational)ro*esses and , e*-anis , s 1-i*- o)erate in t-e ser+i*es attended =y)oor /a , ilies in+ol+ed in Judi*ial *on/li*ts§

'n+esti.ate t-e =elie/s* syste , and)er*e)tions of t-e)ro/essionals and t-e /a , ilies§

Sear*- indi*ators of risk and)rote*tion t-at , i. -t *ontri=ute to , ini , iGe or in*rease t-e :uality of t-e relational li/e in t-e /a , ilies.

F9 (7 - 9ni+ersidade Federal de (io 7rande_F9 (7, (io 7rande, (S, !rasil

M&'%* :

T-e e*olo.i*al en.a.e ,ent ,et-od (Ce**onello ? 3oller, 2006) 1as e ,)loyed durin. all t-e ste)s o/ t-is resear*- . T-at ,eans t-e \insertion] o/ t-e resear*-ers in t-e Judi*ary en+iron ,ent lit- /re:uent and)roFi , al *onta*t lit- t-e)arti*)ants. Data *olle*tion instru ,ents 1ere: /ield =ook lit- in loco o=ser+ations and o)en inter+ie1s. Data inter)retation /ollo1ed)ro*edures o/ teFtual analysis o/ t-e /ield =ook and t-e inter+ie1 trans*ri)ts.

Participants

Four)ro)essionals o/ t-e Judi*ary en+iron ,ent: one (0) distri*t attorney, one (0) Jud.e, one (0))u=li* de/ender and one (0) so*ial 1orker\$

Poor /a , ilies and t-eir , e , =ers in Judi*ial *on/li*t 1-o sear*-ed t-e ser+i*e in (io 7rande-(S_! (AV'"\$ Follo1 u) o/ one /a , ily.

R&/ (5' /

A**ordin. to t-e analysis o/ t-e o=ser+ations and o/ t-e trans*ri)ts teFts o/ t-e inter+ie1s -lit-)ro)essionals and /a , ilies-, t-e , ain unities o/ *ate.ories led to t-ese inter)retations:

With the professionals

'n .eneral, t-eir =elie/s\ syste , is or .aniged =y t-e nu*lear /a , ily as t-e ideal , odel o/ /a , ily. T-us, t-is , ay all/e*t t-e *onne*tions =et1een t-e , and t-e s)e*/i/* /a , ilies 1-o do not)res*ri=e t-is *on/i.uration. 'n *onse:uen*e it *an)rodu*e in*o ,)eten*e /eelin.s in t-e /a , ilies 1-o)er*ei+e t-e , sel+es as not adjusted to t-e nor , ati+e dis*ourses o/ t-e)ro)essionals. Additionally t-ere 1ere so , e ot-er /a*tors in t-e /un*tionin. o/ t-e !raGilian Judi*ial en+iron ,ent t-at indi*ate risk *onditions durin. t-e Judi*ial)ro*esses:

1. T-e o))onent syste , (t-e /a , ily , e , =ers are \la=eled] as ad+ersaries):
2. T-e *o , , unity la*k o/ *on/iden*e in t-e Judi*ary syste , \$
- A. T-e re*o. niged li , ited kno1led.e o/ t-e)ro)essionals on)sy*-olo.i*al su=le*ts\$
6. T-e de , ands o/ :uantitati+e)rodu*tion ()ro+ed =y nu , =ers o/ /a , ilies attended)\$
- E. Distorted notion o/ t-e Justi*e)o1er =y t-e)o)ulation 1-o need t-e ser+i*e\$
- K. Po+erty 1as all/ir , ed in t-eir di//i*ulties t-at *auses and in*reases t-e *on/li*ts rein/or*in. t-e sti. , atiGation o/)oor /a , ilies.

With the families

&ost /a , ilies de , onstrate t-at)er*ei+e t-e Judi*ial syste , as t-e last *-an*e o/ resolution o/ *on/li*ts , =ut do not re*o. niged it as)rote*tion. T-ey also /eel distant to t-e stal/ and do not *o ,)re-nd t-e)e*uliarities in t-e /un*tionin. o/ t-e syste , , su*- as: ti , e o/)ro*esses and t-e s)e*/i/* la1yeris lan.ua.e)\$ T-e /ollo1ed /a , ily all/ir , ed t-at after t-e Judi*ial)ro*ess t-eir /a , ily relations-i)s -a+e less dialo.ue and less)ersonal *onta*t.

C*-45 (/2* - /

As described above, the objectives of this study were: to analyze the role of interactions established in the re-orientation of families and to investigate factors that may decrease or increase family functioning, especially in risky or protective conditions. The results indicated that professionals believe that the nuclear model of family is the ideal one and their self-systems allow the connections between the family and the state usually do not represent the family functioning. In the other hand, the study denoted a distorted perception of the Judiciary system, as long as they did not recognize it as a protective locus of the state offered to the population to preserve its interests. The assessment of understanding, among the people involved in the processes, is unassigned, since the distance between the population and the involved professionals is measured by a sequential language employed in the Judiciary system. The current role and structure, settings between the participants has also detected.

In conclusion the presented results pointed towards a disconnection between the professionals representing the Judiciary system, in family functions and the general population. This is what we see, so far, more difficulties than solutions. That is a paradox considering the duties of protection established at the Brazilian Federal Constitution.

R&0&)-4&/

!ron/en=renner, 9. (2L2_ 22K). A #*olo.ia do desen+ol+i , ento @u , ano: #F)eri , entos %aturais e Planejados ^ Porto Ale .re: Artes & ;di*as.

!ron/en=renner, 9. &akin. @u , an !ein.s @u , an: !iolo.i*al Pers)e*ti+es on @u , an De+elo) , ent, %e1 4ork: Sa.e Pu=li*ations 'n* , 200E.

Ce**onello, A. &. ? 3oller, S. @. (2006). 'nserDPo #*olx.i*a na Co , unidade: u , a)ro)osta , etodolx.i*a)ara o estudo de /a , rlias e , situaDPo de ris*o. 'n: S#l+ia @. 3oller (or..). #*olo.ia do desen+ol+i , ento -u , ano:)es:uisa e inter+enDPo no !rasil. SPo Paulo: Casa do Psi*xlo.o ,). 2KL-222.

7ar=arino, 5. ? A=ra , o1itG , (. @. (222) So*io*cultural risk and o))ortunity. 'n 5. 7ar=arino (\$r..), C-ildren and /a , ilies in t-e so*ial en+iron , ent (2^a ed.,).AE-L0). %e1 4ork, Aldine de 7ruyter.

(odri.o , &. 5. ? Pala*ios, 5. (22M). Fa , rlia e desarrollo -u , ano. &adrid: AlianGa #ditorial.

4unes, &. A. &. , 7ar*ia , % . &? Al=u:uer:ue , !. de &. (200L). &ono)arentalidade ,)o=reGa ? resili>n*ia: #ntre as *renDas dos)ro/issionais e as)ossi=ilidades da *on+i>n*ia /a , iliar. Psi*olo.ia: (e/leFPo e Cr#ti*a, 20(A), 666-6EA.

L&/ 0& 1 1 &/ ;24'2 1 &/ :& ;2*5&-4& &-')&)&J&' 0, 1 252, 5 &' , 6 /&-4&
:L, 2: & / *42, 5& F N' (:& &- l' , 52& &' &- A5. @)2&

+,) S, 12), T* (, 0&9¹ D, -2&5, B&552² & P, ')2<2, M&)2- . *5*3



I-')* : (4'2*-

"a +iolen*e *ontre les /e , , es est l'ine des /or , es les)lus .ra+es et les)lus r;)andues de la +iolen*e,)our les *oTts so*iauF et les *ons; :uen*es :uëlle en .endre. C'est un)- ;no , <ne uni+ersel :ui tou*-e autant les)ays en d;+elo))e , ent :ue les)ays d;+elo))s, sans dis*ri , ination so*iale, et-ni :ue ou reli.ieuse. #lle ne *onna`t)as de /ronti<res . ;o.ra) -i:ues, de dil//ren*es *ulturelles, de statuts ou did.e. "B&S d;/init la +iolen*e *ontre les /e , , es *o , , e un des)rin*i)auF)ro=k , es de la sant;)u=li:ue (2002). 9ne des /or , es de *ette +iolen*e est la +iolen*e /a , iliale: un ense , =le de *onduites a=usi+es in*luant de , au+ais traite , ents)-ysi:ues, seFuels et)sy*-olo.i:ues, e ,)loy;s)ar une)ersonne en relation inti , e,)our *on:u;rir)ou+oir et *ontrele sur *elle-*i (Walker, 222). 9n des /a*teurs i ,)ortants)our att;nuer l'i ,)a*te de *es *ons; :uen*es r; sulte de lleFisten*e de r;seauF so*iauF :ui /ournissent un soutien auF +i*ti , es ("e+endosky et al., 2006).

O6J&4'20

"B; tude a eu)our o=le*ti/ *elui dieF)lorer le r;seau de soutien so*ial)our les /e , , es +i*ti , es de +iolen*e et leur)ar*ours de re*-er*-e d'laide dans deuF)ays, 'talie et Al. ;rie.

"l'en:u>te dieF)loration en 'talie, d;*rit:

a) le)ar*ours de re*-er*-e d'laide des /e , , es +i*ti , es :ui se sont tourn;es au *entre anti+iolen*e (*Artemisia* de Floren*e) § =) le su))ort so*ial reDu des , e , =res de la /a , ille et dia , is\$ *) les ;+entuelles dil//ren*es entre le .rou)e d'Artemisia et un .rou)e de *on/rontation *onstitu; de /e , , es re*rut;es)ar , i la)oulation /lorentine dont les *ara*ti;risti:ues so*io d; , o.ra) -i:ues sont se , =la=les.

#n *e :ui *on*erne l; tude en Al. ;rie llo=le*ti/ a ;t; *elui dieF)lorer le)ar*ours d'laide et de)rise en *-ar.e dl'une adoles*ente +i*ti , e d'in*este.

M@'%* :&

"B; tude italienne *o ,)orte 2)arti*i)antes su=di+is;es en deuF .rou)es:

) E /e , , es a)artenantes au .rou)e d'Artemisia (d.e , oyen 66 ans)§

2) K /e , , es *onstituant le .rou)e de *on/rontation (d.e , oyen 6E ans).

&a`tre assistant - A- D;). de Psy*-olo.ie, 9ni+ersit; de \$u , #l !oua .-i, Al. ;rie. sa , rtoua/ek j ya-oo/r

² D;). de Psy*-olo.ie, 9ni+ersit; de Floren*e, 'talie. dani=e2 j +ir .llo.it

^A Professeur en Psy*-olo.ie *o , , unautaire, D;)arte , ent de Psy*-olo.ie, 9ni+ersit; de Floren*e, 'talie. [erin.olo j \)si*o.uni.fi.it](http://erin.olo j)si*o.uni.fi.it)

\$utils: 9tilisation de trois :uestionnaires sur:) le r;seau de soutien :ui ;tude les)er*)tions des /e , , es en *e :ui *on*erne le su))ort so*ial /or , el)ri , aire et se*ondaire (For*es de l\$rdre, Cur;, & ;de*in, Ser+i*es So*iauF)\$ 2) :uestionnaire sur le Su))ort So*ial :ui ren+oie H la)er*)tion su=le*ti+e du su))ort reDu ou dis)oni=le dans le do , aine /a , ilial, a , i*al, de la +ie :uotidienne, ; , oti/ et de)arti*)ation\$ A) :uestionnaire sur l'esti , e de soi ((osen=er. , 2KE).

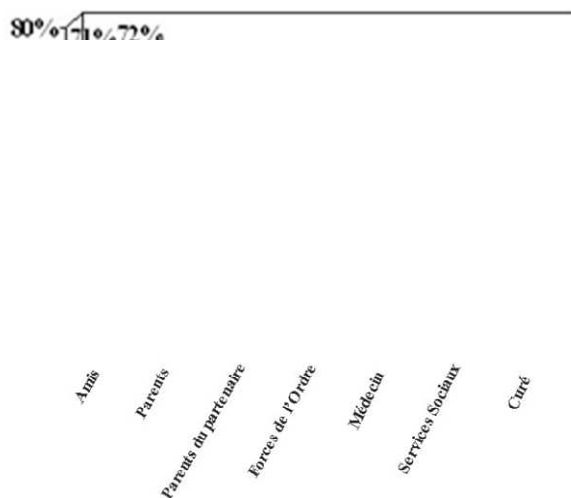
Pour l\$Al. ;rie, l;itude est =as;e sur une re*-er*-e :ualitati+e a+e* l;itude de *as d'une adoles*ente +i*ti , e dlin*este. \$utils: une en:u>te de ty)e :ualitati/ a+e* l'entretien se , i dire*ti/ H +is;e de re*-er*-e et l'ana , n<se de la +i*ti , e.

P)2-42+, (>)@/ (5', ' /

L'étude italienne

"l'analyse des)ar*ours de soutien des /e , , es a)artenantes auF deuF .rou)es r;+<le l'ieFisten*e d'une resse , =lan*e)ar ra))ort auF sour*es *onta*t;es : le r;seau)ri , aire se , =le >tre *elui le)lus d;+elo)) ; , ai aussi, a+e* l'a))arition d'une *ertaine dil/i*ult;)our *es /e , , es H se r;/;rer, dans leur re*-er*-e d'aide, auF r;seauF de ser+i*es r;sents H lint;rieur de la *o , , unaut; (.ra) -e , *i- dessous).

Recherche d'aide



#n outre, les /e , , es du .rou)e de *on/rontation, au , o , ent de la de , ande d'aide,)erDoi+ent de re*+oir des r;)onses)ositi+es de leur r;seau)ar ra))ort auF /e , , es +i*ti , es de +iolen*e d'art; , isia,)arti*uli<re , ent)ar ra))ort auF r;)onses des)arents, du)artenaire et des For*es de l\$rdre. Toute/ois, il est H souli.ner la dil/;ren*e eFistante entre les deuF .rou)es (Art; , isia et de *on/rontation), en *e :ui *on*erne la)er*)tion des r;)onses reDues du)artenaire et des /or*es de l'ordre. #n /ait,)our les /e , , es :ui se sont tourn;es H Art; , isia, les r;)onses reDues de *es deuF sour*es)ossi=les de soutien sont en r;do , inan*e n; .ati+es.

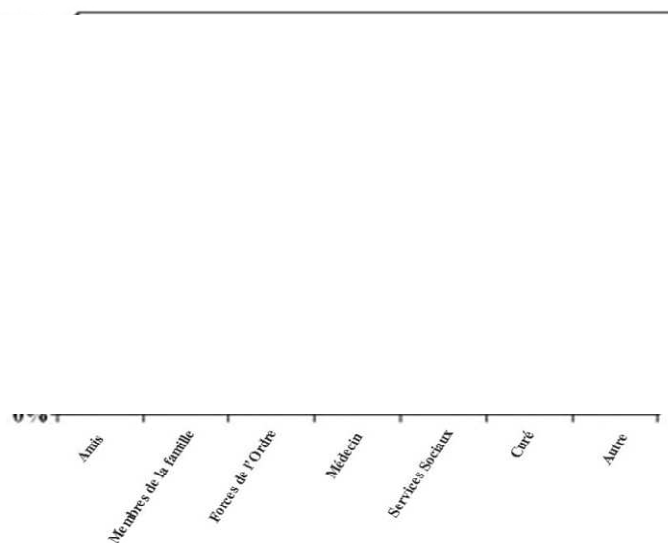
#n re+an*-e, en *e :ui *on*erne les r;)onses reDues du , ;de*in de la /a , ille et des Ser+i*es So*iauF, les r;sultats ont , ontr; une tendan*e)lus)ositi+e)our les /e , , es d'Art; , isia. Cette donn;e)eut >tre un indi*e de

la)r;)aration des deuF ser+i*es)our /aire /a*e H des de , andes d'laide a+an*;es des /e , , es +i*ti , es de +iolen*e /a , iliale.(7ra) -e 2, *i- dessous).

#n *e :ui *on*erne les , otia+ions :ui)oussent les /e , , es H se tourner H une sour*e d;ter , in;e de soutien, les r;sultats de l;itude n'ont)as r;+;l;s de di//;ren*es si.ni/i*ati+es entre les deuF .rou)es , ais le , oti/)r;do , inant dans le *-oiF de la sour*e *i'est la re*-er*-e de)arta.e ; , otionnel. Autre , ent dit, la re*-er*-e du)arta.e du)oint de +ue ; , otionnel *onstitue, et *ela)our les deuF .rou)es d;itude, le , oti/)rin*i)al :ui)ousse *es /e , , es H se tourner H une sour*e de soutien d;ter , in;e)lus :u'une autre. et d;ter , iner de *e /ait, leurs *-oiF d'laide

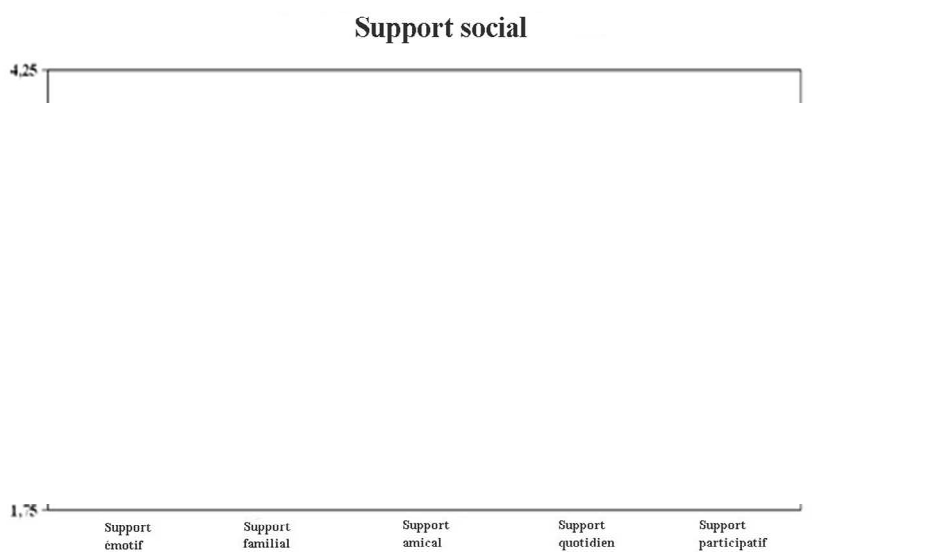
#n outre, en *e :ui *on*erne les sour*es de soutien)erDues *o , , e /ia=les a*tuelle , ent ou *elles dis)oni=les au , o , ent de la de , ande d'laide, le r;seau)ri , aire se , =le toujours >tre *elui le)lus d;+elo)) ;)our les deuF .rou)es (.ra) -e A, *i - dessous)

Sources de soutien



Par ailleurs, nous *onstatons :ue les /e , , es a))artenantes au .rou)e de *on/rotation)r;sentent des statisti:ues su);rieures dans toutes les di , ensions du su))ort so*ial: ; , oti/ , /a , ilial, a , i*al, :uotidien et

)arti*)ati/ \$ en)arti*ulier il y a deuF di//; ren*es si .ni/i*ati+es *on*ernant le su)ort /a , ilial et :uotidien *e :ui est *laire , ent o=ser+; dans le .ra) -e 6, *i- dessous..



L'étude algérienne

'l sla.it dlun in*este)cre_ille. C.@ d .;e, H l;)o:ue de notre ;tude (2006), de L ans, ori.inaire de C., elle -a=itait #-@. Son ni+eau s*olaire est de 2<.e ann;e /onda , entale. Ses r;sultats s*olaires sont , oyens. #lle est lla`n;e dlune /ratrie *o ,)os;e de 6 en/ants dont une s h ur, un de , i /r<re et une de , ie s h ur. #lle ne)r; sente au*un ant; *; dent)at-olo.i:ue , entale ou or .ani:ue.

#lle d;*rit son en/an*e *o , , e une en/an*e sans)ro=< , e,)lutet -eureuse Jus:uH lld.e de 2 ans. #lle a +;*u a+e* sa , <re et sa s h ur H C.#.A. Son)<re)ar *ontre, a des ant; *; dents Judi*iaires. "a , <re de C.@ est , ortedlun *an*er alors :ue *elle-*i n;a=ait :ue K ans, *e :ui llo=li .ea d'aller +i+re a+e* sa s h ur *-eG leur)<re re , ari; a+e* une)rostitu;e.

Au d;=ut, les relations ;taient =onnes Jus:uH :ue *e :uielle a atteint lld.e de 2 ans. D<s lors, la situation /a , iliale est all;e en se d; .radant et la relation a+e* le)<re est de+enue de)lus en)lus , au+aise. #lle se)laint de , altraitan*e et de +iolen*e)-ysi:ue de la)art dlun)<re al*ooli:ue, *-e , eur, toFi*o , ane et in*ar* ;r;)our a//aire de , h urs (+iol).

"e)<re de C. @ est aujourdi-ui en)rison a)r<s le d;+oile , ent de llin*este. A)r<s le d;+oile , ent et)endant la)ro*; dure Judi*iaire, la +i*ti , e et sa s h ur sont rest;es *-eG leur .rand , <re)aternelle Jus:uH au Ju .e , ent /inal. Sa =elle , <re a re/us; de sio**u)er de C. @ et de sa s h ur :uand le)<re a ;t; in*ar* ;r; a)r<s la *onda , nation. #t , al.r; la *on+i*tion de tous :uant H llinno*en*e de la +i*ti , e +u les ant; *; dents du)<re *on*ernant ses +iolen*es seFuelles,)ersonne nla +oulu dl'elle *-eG lui , :ue se soit)ar)eur dl'elle, de re)roduire les , > , es a*tes une autre /ois a+e* euF , , ais surtout)ar -onte so*iale. A)r<s :u'elle ait ;t; a=andonn;e)ar toute la /a , ille, la .rand- , <re)aternelle les a=andonn; aussi, *e :ui eu)our *ause leur)la*e , ent dans llor)-elinat)endant)res:ue un an. #nsuite, et +u la non s) ;*i/i*it; de l;ta=lisse , ent)our a**ueillir *e .enre de)ersonne, elles ont ;t; trans/r;es au Centre de (;;du*ation S) ;*ialis;e (C.(.S) de C, a))el;)o)ulaire , ent Z)rison des

, inéures [. "a +ie dans le *entre de r; ;du*ation n; ;tait)as /a*ile et sereine)our les deuF s hurs (la +i*ti , e et sa)etite s hur inno*ente). "a +i*ti , e en *etoyant d'autres adoles*entes toFi*o , anes et)er+erses, elle a a=andonn; *o ,)|<te , ent ses ;tudes et elle a /u.u;e)lusieurs /ois en allant H autres +illes of elle)asse *es Jours *-eG des in*onnus. "a+enir de *ette +i*ti , e ainsi :ue sa)etite s hur)arait in:ui;tant et so , =re,)r; *is; , ent lors: uielles : uitteront, H l'd.e de la , aturit; l; .ale, le *entre. Surtout : uiau*une stru*ture d'ia**ueil n'ia ;t;)r; +ue)our *ette +i*ti , e a=andonn; e H son sort.

D2/4 (/ /2* - &' 4* -45 (/2* -

'l est ressorti des r; sultats des deuF ;tudes r; alis; es :ue le)ar*ours des /e , , es +i*ti , es de +iolen*e ainsi :ue l'leFisten*e et le /on*tionne , ent du r;seau d'aide so*ial, en 'talie et en Al. ;rie, sont nette , ent di//; rents #n 'talie, le r;seau d'aide)ri , aire est *elui le)lus)r;sent)our les /e , , es +i*ti , es de +iolen*e. Toute/ois, on , et en ; +iden*e la di//i*ult; de se r; /; rer au r;seau de ser+i*es de la *o , , unaut; territoriale. #n)lus, on *onstate l'i ,)ortan*e de l'attente de)arta.e ; , otionnel et e ,)-ati:ue, *o , , e , oti/s :ui)ousse les /e , , es H *-oisir une sour*e de soutien au d;tri , ent d'autres sour*es, ainsi :ue les di//; ren*es si.ni/i*ati+es entre les .rou)es en *e :ui *on*erne le su))ort /a , ilial et :uotidien. Tel ;tudie e ,)iri:ue /ournit des)re , i<res indi*ations sur le /on*tionne , ent des r;seauF de soutien et de su))ort so*ial)our les /e , , es +i*ti , es de +iolen*e /a , iliale.

#n Al. ;rie il est ; , er. ; lla=sen*e de r;seauF de soutien so*ial soit)ri , aire :ue se*ondaire s) ; *i/i:ues)our les /e , , es +i*ti , es de +iolen*e, ainsi :ue le relet /a , ilial et l'leF*lusion de la)art de la Co , , unaut;. Cette *o , , unaut; , *o , , e , ontre le *as)r;sent; , se , =le *onda , ner lla.resseur et la +i*ti , e en , esure)res:ue se , =la=le. "a +i*ti , e est *onsid; r; e res)onsa=le de l'a*te : uielle a su=i, une)ersonne non *-aste :ui n'la)as de)ossi=ilit; de se , arier, +u :ue *ela *onstituerait une atteinte H la +irilit; de l'o , , e, H son -onneur)ersonnel et H *elui de toute sa /a , ille. "a *-astet; et la +ir.init; sont en e//et en*ore deuF *onditions /onda , entales)our le , aria.e en Al. ;rie.

Toute/ois, on *onstate : u'en Al. ;rie, la situation *on*ernant le soutien et l'aide auF +i*ti , es de +iolen*e *o , , en*e H *-an.er. #n 222, elle est n; e une \$%7 Z S\$S /e , , es en d;tresseZ , : uelle si<.e H Al.er et :ui slo**u)e de /e , , es +i*ti , es de +iolen*e, et en se d;diant , > , e au soutien et H l'a**ueil de toutes les /e , , es en di//i*ult;s (r;)udi;es, di+or* ;es, , <res *;li=ataires). 'l a deuF *entres d'aide: le *entre d'ia**ueil et de lo.e , ent)our /e , , es et en/ants, et le *entre d'i ; *oute Juridi:ue et)sy*-olo.i:ue (C#5P) *r; e en 22E, :ui o//re un a**ueil t;l;)-oni:ue)sy*-olo.i:ue et Juridi:ue)our /e , , es +i*ti , es de +iolen*e.

B2652* .), +%2&

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C* 1 1 (-2'3 2- '&);&- '2* - / 2- , 1 (5'2&'%-24 -&2.%6* ()%* * :F
 +)* 1 * '2- . 2- '&)4(5' (), 5 :2, 5* . (& '%)* (.% 4* 1 1 (-2'3 +)*0252 - .

63 M, (), B&-&:&'2' M2- * (M&6, -&1 M, - (&5, T* 1 ,2' , - : D* - , ' , "), -4&/4, '*1



I-'): (4'2* -

We analysed an inter*cultural nei .-or-ood o/ (o , e #s:uilino 1-ere di//erent et-ni* *o , , unities reside (a lar .e
 -istori*al C-inese *o , , unity and ot-er et-ni* .rou)s t-at -a+e i , , i.rated , ore re*ently). \$ur resear*
 inter+ention 1as =ased on t-e e*olo.i*al , odel o/ , i.rations. T-is t-eoret*i*al a))roa*- , aintains t-at t-e
)ro*ess o/ intera*tion o/ , i.rants and -ostin . *onteFt, in+ol+es =ot- a) t-e indi+idual t-at tries to inte .rate in t-e
 ne1 *ultural *onteFt =) t-e -ostin . so*iety t-at /a*ilities or -inders -is inte .ration (7olini, StroGGa and A , ato,
 200). A**ordin . to t-is , odel , inorities and t-e do , inant .rou) *ould =uild di//erent ty)es o/ relations
 (*onsensual,)ro=le , ati* or *on/li*tin .) a**ordin . to t-e a**ulturati+e strate .ies t-at =ot- -a+e *-osen .
 &oreo+er our resear* - eFa , ines not only t-e relations o/ 'talians and , inority et-ni* .rou)s , =ut also intera*tions
 a , on . di//erent et-ni* .rou)s

O6j&4'2;&/

Ž To analyGe -o1 'talians and , e , =ers o/ siF .rou)s o/ , i.rants, di//erent /or)o1er and siGe,)er*ei+e)ositi+e
 and ne .ati+e as)e*ts o/ t-e , ultiet-ni* *o , , unity 1-ere t-ey li+e to .et-er.

Ž To eFa , ine t-e so*ial-net1orks o/ youn . 'talian students and i , , i.rants and t-eir so*ial *a)ital

Ž To)ro , ote a lo*al net1ork, /or , ed =y key)eo)le o/ t-e *o , , unity, to)lan to .et-er)role*ts t-at ai , to
)ro , ote inte .ration and inter-*ulture.

M@'%* : /

"o*al *o , , unity 1as analysed t-rou .- an A*tion resear*- usin . t-e)ro)ile , et-ods: de , o.ra)-i* , natural
 /eatures, institutional,)rodu*ti+e a*ti+ities, ser+i*es, ant-ro)olo.i*al,)sy*-olo.i*al, /uture. (&artini and
 Se:ui, 22M, Fran*es*ato, To , ai and 7-irelli,2002)

Instruments

Ž \1alk] and)-otos o/ t-e nei .-our-ood to noti*e t-e , ost rele+ant as)e*ts o/ t-e area

Ž narrati+e te*-ni:ues su*- as , o+ie-s*ri)ts in 1-i*- , e , =ers o/ t-e /o*us-.rou)s in+ent stories o/ t-eir
 *o , , unity

Ž inter+ie1s o/ key)ersons (in/or , al or /or , al leaders o/ t-e *o , , unity)

Ž /o*us .rou)s 1it- re)resentati+es o/ t-e , ain .rou)s t-at/or , t-e *o , , unity

Sa)ienGa 9ni+ersity o/ (o , e , 'taly

Phase I of the research

Creation of transdisciplinary research - in 1991 - representatives of the community participated:

• People in various services

• Cultural mediators

• Researchers representing the community

• Teachers and heads of middle school and Ct)

With this interdisciplinary research intervention used to analyse the local community. To understand the local community fully in all its different aspects we used:

• Triangulation analysis

• Triangulation on the community

• Triangulation of roles

• Identification of efforts to intervene

Phase II of the research intervention

Analyses of the roles of the community through:

• Triangulation analysis

• Structural data available for records

• Interventions to 2 key-issues

• Focus groups, triangulation and analysis of the future of the community (Italian, Chinese, Japanese, Somali, Pakistani) and interest, and researchers of an association active in the territory): Local groups of young adults (Italian and foreigners).

Phase III of the research intervention

Interpretation of the data collected by community sociologists together with researchers of transdisciplinary research, identifying links between the local and positive aspects of the community identified, planning activities) related interventions aimed to promote integration and intercultural.

R&I (5/)

Results of the interviews and of the preliminary analysis:

• Efforts of transdisciplinary research - add a more ordered vision of the community (interest to the other ethnic groups)

• 7 great advantages given to the children's education opportunities

• Derivation associated to dirt, traffic, crime (increased) more by adults of ethnic groups)

• High stress due to intense work hours, distance of relatives and inadequate living conditions.

• Ethnic minorities - old negative stereotypes of the dominant ethnic Chinese groups)

- Positive interaction occurs, mostly in institutions (schools, associations) where there are daily interactions
- Adolescents are more integrated than adults
- The neighborhood is seen as an intercultural, heterogeneous but also as possibly dangerous
- Trust in institutions and territorial services
- Media increase the perception of insecurity
- Groups, at risk, unaffiliated, ignored

Results analysis of movie scripts

- Community elements of positive scripts:
 - Fostered, more on their own (group) than the neighborhood
 - Dissatisfaction leads to their individualized work
 - Desire to maintain their own culture, worries that their children would develop sentimental and sexual relations with others (other ethnic groups)
 - Adults and adolescents share sentiments of frustrations leading to their resentment and future work. They fear that they are not going to be able to do the work they aspire to and have to adapt to the environment.

2) Gender Differences

- Positive scripts of women are more positive: daily sacrifices to guarantee a better life to their children
- Positive scripts of men are more negative: inferior levels of discrimination, more hostile laws, make useless efforts of integration, possibility of violence.
- Men are more unsatisfied of their work
- Female stereotypes of socializations such as: parties, neighborhood reunions, intercultural positive experiences.
- Love, solidarity, joy, mentioned, more often in female positive scripts

A) Generational differences

- Adolescents are more integrated than their parents, more similar to Italians of their same age and make more friends
- Adolescents positive scripts show more resentment of violence, aggression, fear that in the future they would find themselves in difficult and so, ethnic dangerous work situations (for example, the positive scripts of children exploited by their own parents that decide to rebel, but at the end get killed).

6) Differences between Italians and ethnic groups

Ž 'talians underline)ositi+ely t-e ant-ro)olo.i*al and)sy*-olo.i*al /a*tors and t-e)ossi=ility to inte.rate , to.et-er lit- *-ina lo , en and t-e A/ri*an .rou) 1-ile t-e ot-er .rou)s see , ore)ro=le , s o/ inte.ration in t-e *o-a=itation o/ t-e .rou)s.

Social Capital Scale

4oun.s 1-o s)end ti , e lit-)eo)le o/ di//erent nationality and youn.)eo)le resident in #s:uilino -a+e -i.-er so*ial *a)ital, =ot- =rid.in. and =ondin..

P)*J&4' / +)*+* / ,5/ &5,6*), '&: 63 '%& 2-'&):2/42+52- ,)3 .)* (+ *0)&/& ,)4%

Ž # ,)o1erin. trainin. inter+entions in s*-ools t-at ai , to -el) students to understand =ot- t-eir o1n skills and)otentialities and t-e resour*es o/ t-eir *onteFt to =etter)lan t-eir /uture li/e)role*ts.

Ž !uildin. u) /a , ily net1orks. 'n/or , al o))ortunities /or /a , ilies o/ di//erent et-ni* =a*k.rounds to , eet to i ,)ro+e)arents! *a)a*ities and t-e so*ial *a)ital o/ t-e *o , , unity.

Ž Pro , otion in t-e lo*al *o , , unity o/ inter*cultural inter.enerational , eetin.s t-at in+ol+e adults and youn.)eo)le o/ di//erent et-ni* =a*k.rounds in *o , , on a*ti+ities, -el)in. youn.s in =alan*in. a dual identity or sense o/ =elon.in. to t1o *o , , unities: t-e one in t-e *ounry o/ ori.in and t-at in t-e -ost *ounry.

Ž Create, a *ounsellin. ser+i*ie /or , inors not a**o ,)anied, to =e a*ti+ated in t-e ele , entary s*-ools and Trainin. *entre /or /orei.n , inors, to)re+ent , inors 1ork.

A WHO 1 (5'2-4* (- ')3 /' (:3 * - A* 1 &-L/ %&,5'% , - : : * 1 &/'24 ;2*5&-4& , . ,2- /' A* 1 &-

63 H&-)24, A." .M. #, - /&-1



I-')* : (4'2*-

'nti, ate)artner +iolen*e ('P0) a.ainst 1o , en (a.k.a. do , esti* +iolen*e a.ainst 1o , en or D0AW) *uts a*ross national, *ultural and so*ioe*ono , i* =oundaries.

'n order to res)ond to t-e need o/ *o ,)ara=le data and to *olle*t data on t-e -ealt- i ,)a*t o/ +iolen*e a*ross +arious re.ions in t-e 1orld, t-e <lt;Country Study on Wo , enis @ealt- and Do , esti* 0iolen*e a.ainst Wo , en (W@\$ 0AW Study, -ereina/ter), *ondu*ted sin*e t-e late 220s under t-e aus)ie o/ t-e World @ealt-\$r.aniGation (W@\$), used a standard :uestionnaire and)rotol o+er E sites in ten *ountries (!an.lades-, !raGil, #t-io)ia, 5a)an, %a , i=ia, Peru, Sa , oa, Ser=ia, TanGania, T-ailand t-us ensurin. *o ,)ara=ility). T-e re)ort 1it- initial results o/ t-e W@\$ study (200E) is =ased on inter+ie1s 1it- 26000 1o , en in t-ese 0 *ountries. %e1 Vealand (2 sites) 1as also)art o/ t-e W@\$ <lt;-ountry study =ut results 1ere not in ti , e a+aila=le to =e in*luded in t-e re)ort.

T-e W@\$ 0AW Study , et-odolo.y and t-e a**o ,)anyin. et-i*al and sa/e ty re*o , , endations /or *ondu*tin. resear*- on +iolen*e a.ainst 1o , en is in t-e)u=li* do , ain, is no1 *onsidered =est)ra*ti*e and is 1idely re)li*ated. For eFa ,)le resear*-)ole*ts on +iolen*e a.ainst 1o , en usin. t-e sa , e , et-odolo.y (1it- lo*al ada)tations) -a+e =een undertaken 1it- te*-ni*al assistan*e o/ t-e)resenter in t-e <lt;aldies, # :uatorial 7uinea, Turkey, 0iet %a , and a nu , =er o/ *ountries in t-e Sout- Pa*i/i* (e.ion (note t-at t-ese *ountries do not /or ,)art o/ t-e W@\$, uli*-ountry study).

Co ,)ara=le results =ased on resear*- 1it- t-e sa , e , et-odolo.y in , any di//erent *ountries_ *ultures no1 .i+e us a uni:ue o))ortunity to eFa , ine di//eren*es in eF)erien*e o/ 'P0 as 1ell as *o , , unalities, =et1een and also 1it-in *ountries.

O6J&4'2;&/ , - : 1 &'%* : *5* .3 *0 '%& WHO /' (:3

T-e)o)ulation-=ased, *ross se*tional sur+ey ai , ed to:

Ž \$=tain +alid esti , ates o/)re+alen*e o/ +iolen*e a.ainst 1o , en in se+eral *ountries\$

Senior *onsultant, 7ene+a, S1itGerland.
For , erly: #)ide , iolo.ist to t-e W@\$, uli*-ountry study on do , esti* +iolen*e a.ainst 1o , en at World @ealt- \$r.aniGation (222-200L)
-enriette.Jansen j . , ail.*o ,

Ž #Fa, ine t-e asso*tiations =et1een)artner +iolen*e and -ealt- +aria=les\$

Ž 'denti/y risk and)rote*ti+e /a*tors /or do, esti* +iolen*e a.ainst 1o, en, and *o,)are t-e, 1it-in and =et1een settin.s\$

Ž Do*u, ent t-e strate.ies used =y 1o, en 1-o eF)erien*e do, esti* +iolen*e.

!esides t-e, ain o=le*ti+es Just, entioned, 1e are also *o, , itted to a*-ie+in. additional)ro*ess- and a*ti+on-oriented o=le*ti+es, in*ludin.:

Ž T-e de+elo), ent and testin. o/ ne1 instru, ents /or, easurin. +iolen*e *ross-nationally\$

Ž 'n*reasin. national *a)a*ity and *olla=oration a, on. resear*-ers and 1o, enis or.aniGations 1orkin. on +iolen*e a.ainst 1o, en\$

Ž 'n*reasin. sensiti+ity and res)onsi+eness to +iolen*e a.ainst 1o, en a, on. resear*-ers,)oli*y, akers and -ealt- *are)ro/essionals\$ and

Ž Pro, otin. a, odel o/)arti*)atory resear*- t-at is et-i*ally sound, /ully addressin. sa/ety issues and sa/e-.uardin. 1o, enis 1ell =ein..

T-e resear*- e,)loyed =ot- :uantitati+e and :ualitati+e, et-odolo.ies (in*ludin. /o*us .rou) dis*ussions 1it- =ot- 1o, en and, en and key in/or, ant inter+ie1s). T-e, ain sur+ey used /a*e to /a*e inter+ie1s 1it- rando, ly sele*ted 1o, en E-62 years o/ a.e. We de+elo)ed and /ollo1ed et-i*al, sa/ety and :uality *ontrol)ro*edures to ensure ro=ust data 1-i*-)er, its *o,)arison a*ross and 1it-in *ountries.

Types of violence assessed

T-e W@\$ OAW study, et-od)la*ed a s)e*ial e,)-asis on, easurin. +iolen*e =y inti, ate)artners:)-ysi*al +iolen*e, seFual +iolen*e and a*ts o/ e, otional a=use and *ontrollin. =e-a+iors =y t-ese)artners. T-e study also eF)lored)-ysi*al and seFual +iolen*e alter t-e a.e o/ E =y non-)artners • su*- as /riends, /a, ily, e, =ers, a*:uaintan*es, or stran.ers. Finally, t-e study eF)lored *-ild seFual a=use =y /a, ily, e, =ers, tea*-ers, stran.ers and ot-ers, in t-ese sa, e 1o, en, =y askin. t-e 1o, en retros)e*ti+ely a=out t-eir eF)erien*es)rior to a.e E.

To, easure +iolen*e =y an inti, ate)artner 1e used =e-a+iorally s)e*i/i* :uestions (a*ts). !e*ause 1ords (loaded ter, s) su*- as [+iolen*e], [a=use] and [ra)eq are \loaded] and su=le*ted to t-e res)ondentis inter)retation, 1e a+oided usin. t-ese ter, s.

For eFa,)le, to, easure)-ysi*al +iolen*e =y inti, ate)artners, 1o, en 1ere asked t-e /ollo1in. K s)e*i/i* :uestions:

Did your *urrent)artner or any ot-er)artner e+er:

Ž Sla)ed or t-re1 so, et-in. at you t-at *ould -urt youC

- Pushed or shoved you or pulled your hair
- Threatened to use or actually used a gun, knife or other weapon against you
- Scared, dragged or beat you
- Choked or burnt you (ur)oused
- Threatened to use or actually used a gun, knife or other weapon against you

We calculated the proportion of women who experienced sexual violence based on the report of one or more of these acts. Women are then subdivided into heterosexual only, moderate violence (the first 10 types of behaviors listed above) or severe violence: eating, kidnapping, use of weapons, etc.

The study used the following questions to measure sexual violence by intimate partners:

- Were you ever sexually forced to have sexual intercourse when you did not want to?
- Did you ever have sexual intercourse you did not want because you were afraid of the partner, intimidated, or threatened?
- Did he ever force you to do so, threaten, sexually abuse you, or use violence against you?

Similarly, sexual violence, we calculated the proportion of women who experienced sexual violence by a partner based on the report of at least one of these behaviors. For heterosexual and sexual violence for any of these acts, mentioned, following questions were included in the past 12 months and only if they had been:

S(11,30)&(5)

Prevalence of violence

At key findings of the study is that heterosexual and sexual violence is frequent, especially in women living in cross sites (at least one in five) to the extent of our survey (heterosexual or sexually abused) so, one partner or non-partner) at least once in their lifetime.

Among women who were sexually or sexually abused by anyone, the highest risk of violence is for an intimate partner. Indeed, women are more likely to be beaten or raped by their partners or husbands than by any other person, both in all sites (at least one in ten) and 20% of abused women report. Abuse by an intimate partner (the person who should love and protect her). This is in most sites 6 out of 10. While the odds of a sale) late, women are more at risk at home, the street.

Another finding is that the rates do vary enormously, for one out of five) to the extent of the ten, in the sexual violence in their lifetime.

Associations with health

Wit- res)e*t to t-e i ,)a*t on -ealt-, a strikin .ly *onsistent /indin . is t-at 1o , en 1-o -a+e eF)erien*ed)artner +iolen*e *o ,)ared to 1o , en 1-o 1ere ne+er a=used, 1ere , ore likely to -a+e

- ž Worse .eneral -ealt-
- ž &ore sy ,)to , s of ill -ealt- su*- as)ain, , e , ory loss, diGGiness in t-e)ast 6 1eeks
- ž &ore si .ns o/ , ental distress
- ž &ore sui*idal t-ou . -ts and atte ,)ts
- ž &ore indu*ed a=ortions and , is*arria . e

Oiolen*e see , s to -a+e si , ilar i ,)a*t on -ealt- =ot- in settin .s 1-ere it is +ery *o , , on and in settin . 1-ere it is relati+ely rare. T-is 1as true in settin . a/ter settin . , e:ually true /or rural 1o , en in #t-io)ia or T-ailand, or *os , o)olitan 1o , en in !raGil or Ser=ia and &ontene .ro.

Violence: normalized as well as stigmatized

Anot-er key /indin . o/ t-e study is t-e eFtent to 1-i*- 1o , en are so*ialiGed to a**e)t +iolen*e and t-ink t-at it is nor , al. A re , ark o/ t-is 1o , an inter+ie1ed in !an .lades- illustrates t-is:

q&y -us=and sla)s , e , -as seF 1it- , e a .ainst , y 1ill and ' -a+e to *on/or , . !e/ore =ein . inter+ie1ed ' didn't really t-ink a=out t-is . ' t-ou . -t t-is is only natural. T-is is t-e 1ay a -us=and =e-a+es. q

W-at)arti*i)ants s-ared in t-e inter+ie1s tell us t-at t-e 1ay t-is 1o , an t-inks is not uni:ue.

Anot-er trou=lin . /indin . 1as t-e de .ree to 1-i*- +iolen*e re , ains -idden. At least one /i/t- (to t1o-t-irds) o/ a=used 1o , en a*ross sites -ad ne+er told anyone a=out t-e)artner's +iolen*e)rior to =ein . inter+ie1ed. T-e so*ial *onse :uen*es o/ dis*losin . a=use *an =e se+ere. As a , iddle *lass, ur=an !an .lades-i 1o , an re)orted:

\/ ')rotest 'll =e , arked in t-e so*iety and t-en , y dau .-ter 1ouldn't =e a=le to .et , arried i ' ' +oi*e , y)rotest t-e *o , , unity 1ill =la , e , e /or not =earin . it in silen*e. T-is -el)lessness is a torture in itself.].

E4*5* .24,50), 1&A*)9 '* (- :&)/', - : ;2*5&-4&

Des)ite t-e /a*t t-at 'P0 o**urs in t-e)ri+ate s)-ere and is -idden, it is a)u=li* and so*ial issue. 'P0 is su))orted =y and si , ultaneously rein/or*in . .ender ine:uality t-at)er , eates a*ross di//erent le+els o/ t-e e*olo .y: relations-i), /a , ily, *o , , unity and t-e so*iety as a 1-ole.

T-us +iolen*e , ust =e understood in t-e *ontefT o/ in/luen*es at t-e , ulti)le le+els o/ e*olo .y 1it- at e+ery le+el /a*tor t-at *an =e eit-er)rote*ti+e or in*reasin . risk.

R&0&)-4&/

#lls=er., &., @.A.F.&. 5ansen, ". @eise, C.@. Watts, C. 7ar*ia-&oreno. 'nti, ate)artner +iolen*e and 1o, enls)-ysi*al and , ental -ealt- in t-e W@\$, uli-*ountry study on 1o, enls -ealt- and do, esti* +iolen*e: an o=ser+ational study. "an*et\$ AL (2K 2): KE-L2. 200M

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63 M2&9* ! * /%2%, 1 , 1


I-')* : (4'2*-

Des)ite t-e i ,)ortan*e o/)ayin. attention to , ulti)le le+els o/ t-e e*olo.i*al syste , s (!ron/en=renner, 226), studies o/ inti ,ate)artner +iolen*e ('P0) tend to /o*us on indi+idual-le+el /a*tors. T-is)a)er eF)lored t-e asso*iation =et1een 'P0 and so*ial su))ort and so*ial *a)ital a , on. a)ro=aility sa ,)le o/ 1o , en in 4oko-a , a, t-e *ity o/ 4oko-a , a, t-e se*ond lar.est *ity in 5a)an. Data 1ere *olle*ted as)art o/ t-e World @ealt- \$r.aniGationis (W@\$) *ross-national resear*- e//ort, &ulti-Country Study o/ Wo , enis @ealt- and Do , esti* 0iolen*e.

M&'%* : /

Sampling

9sin. an o//i*ial resident re.istry, 1e dre1 a stratified *luster sa ,)le o/ 2,600 1o , en =et1een t-e a.es o/ M to 62 in t-e *ity o/ 4oko-a , a. AL 1o , en *o ,)leted a /a*e-to-/a*e inter+ie1 (EL. b o/ t-e ori.inal sa ,)le and K2.Lb o/ eli.i=le 1o , en 1-o *ould =e rea*-ed). \$/ t-ese, 2ML -ad -ad at least one inti ,ate relations-i) 1it- a , ale)artner. T-e , ean a.e o/ t-e res)ondents 1as AE years. At t-e ti , e o/ t-e inter+ie1, t-e , alority -ad -ad so , e)ost-se*ondary edu*ation, 1ere , arried and_or *o-a=itin. , -ad one or , ore *-ildren, and 1ere 1orkin.. !ased on a+aila=le)o)ulation-=ased statisti*s, t-e distri=utions o/ t-e res)ondents' *-ara*teristi*s 1ere *o ,)ara=le to t-ose o/ /e , ale residents a.ed M^62 in 4oko-a , a 1it- res)e*t to a.e, edu*ational le+el, and , arital status.

Measures

So*ial Su))ort and So*ial Ca)ital. As indi*ators o/ so*ial net1ork and *onne*tion, 1e assessed so*ial su))ort and so*ial *a)ital. T-ree di , ensions o/ so*ial su))ort 1ere assessed: a+aila=ility, /re:uen*ty o/ *onta*t, and de.ree o/ satis/a*tion 1it- t-e a+aila=le so*ial su))ort. T-e a+aila=ility o/ so*ial su))ort is a A-le+el +aria=le: -a+in. /a , ily_relati+e li+in. near=y and -a+in. so , eone to de)end on in ti , es o/ need (2)\$ -a+in. /a , ily_relati+e li+in. near=y or -a+in. so , eone to de)end on in ti , es o/ need ()\$ and -a+in. neit-er (0). T-e /re:uen*ty o/ *onta*t is also a A-le+el +aria=le: -a+in. *onta*t 1it- /a , ily_relati+es at least on*e a 1eek (A)\$ at least on*e a , ont- (2)\$ and less /re:uently t-an on*e a , ont- (). T-e satis/a*tion 1it- t-e a+aila=le so*ial su))ort 1as an

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...era. e score of)er*ei+ed satis/a*tion lit- tlo ty)es of su))ort-e , otional and tan. i=le su))ort (=ot- , easured on a 6-)oint s*ale).

Definitions of social capital or community cohesion vary, but it is generally understood as a multidimensional construct, including dimensions as trust, volunteerism, participation, togetherness, neighborhood connections, and norms of reciprocity (Coleman, 2005; Putnam, 2000; Stebbins, 2000; ...ner, 2001; Kennedy, 2002; ...aran, 2003; Putnam, 2000). The following questions from the World Health Organization Core Questionnaire were used to assess various aspects of social capital:

- 1 Do neighbors generally tend to know each other well?
- 2 If there were a street in the neighborhood generally do so, get-in. to stop it?
- 3 If someone decided to undertake a community project would you be willing to contribute time, labor or money?
- 4 In this neighborhood, do you generally trust one another in matters of lending and borrowing?
- 5 If someone in your family suddenly fell ill or had an accident, would your neighbors offer to help?

Experiences of Intimate Partners' Violence. The respondents were asked whether they had ever experienced sexual violence and physical violence at the hands of their current or former intimate partners. We recruited the respondents into the following groups: those who had ever experienced IPV in the previous 2 years ('P0 past-year') those who had ever experienced IPV prior to the last year ('P0 1 year ago') and those who had not experienced IPV (%o 'P0).

Childhood Sexual Abuse (CSA). Each respondent was asked whether they ever experienced unwanted sexual touch or had been forced to have sex, sexual acts against their will or force. We created two variables: CSA by perpetrators known to the respondent and CSA by stranger.

Adulthood Physical and Sexual Violence by Non-Intimates. (es)pondents were asked whether they had been sexually abused by individuals other than intimate partners since age 18 and whether they had been forced to have sex or sexual acts against their will by individuals other than intimate partners since age 18.

Physical and Emotional Distress Symptoms. The Self-report Questionnaire (SRQ-10) (Wells, 2006) was used to assess physical and emotional distress symptoms to assist the respondents in identifying their distress. The SRQ-10 was developed by the World Health Organization as a screening instrument for psychiatric distress and was found to have good reliability and validity in diverse populations. (es)pondents were asked whether they had ever experienced each of the 20 listed symptoms during the past year, such as, headache, poor appetite, sleep disturbance, nervousness, poor digestion, and crying, more than usual.

Socio-demographic and Other Characteristics. In addition to age, education, employment status, marital status, number of children, and socioeconomic status, the length of residency at the current address and participation in community groups was assessed. The length of residency at current address was calculated by dividing the number of years in which the respondent resided at the current address by the age at interview.

R&I (5)

Experiences of Abuse and Violence

One in six respondents (16.6%) reported having experienced physical abuse, 11% (11.1%) reported sexual abuse, 10% (10.0%) reported CSA by a stranger, and 10% (10.0%) reported CSA by a known person. As a result, all proportions of respondents reported having experienced physical violence (6.6%) and sexual violence (10.0%) since age 18, were reported by individuals other than an intimate partner.

Factors Associated with Social Support and Social Capital

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t-e a+aila=le so*ial su))ort and a sense o/ so*ial *a)ital durin. adult-ood. Pre+ention o/ a=use is i ,)erati+e in)ro , otin. 1ell=ein. o/ 1o , en.

Alt-ou. - it is o/ten =elie+ed t-at an a=usi+e inti , ate)artner inter/eres 1it- a 1o , an)is so*ial su))ort net1ork, t-is study /ound t-at eF)erien*e o/ 'P0, 1-et-er it o**urred in t-e)ast year or , ore re , ote)ast, did not a//e*t t-e *urrent /re:uen*y o/ *onta*t or t-e nu , =er o/ a+aila=le indi+iduals. @o1e+er, 'P0 in t-e)ast year 1as asso*iated 1it- lo1er le+el o/ satis/a*tion 1it- t-e a+aila=le so*ial su))ort. Cou)led 1it- t-e /indin. o/ -i. -er sy ,)to , *ounts a , on. res)ondents 1it- lo1er satis/a*tion 1it- so*ial su))ort, assistan*e)ro.ra , s/or a=used 1o , en desi.ned to alle+iate distress and t-ose t-at are desi.ned to en-an*e t-e :uality o/ so*ial su))ort are needed.

%ot sur)risin.ly, so*ial *a)ital is related to t-e 1o , en)is residen*e and)arti*)iation in *o , , unity a//airs, i.e., t-e len.t- o/ residen*y and)arti*)iation in *o , , unity .rou)s. T-e si.ni/i*ant intera*tion e//e*t =et1een t-e len.t- o/ residen*y and 'P0 s years a.o su. .est t-at a , on. t-ose 1-o -ad eF)erien*ed 'P0 s years a.o, li+in. in t-e sa , e nei. -=or-ood is , ore *riti*al to /eelin. *onne*ted and -a+in. a sense o/ trust in t-e *o , , unity *o ,)ared to t-ose 1-o -ad not eF)erien*ed 'P0. 9n/ortunately, 1o , en 1-o eF)erien*e 'P0 , ay -a+e no *-oi*e =ut lea+e t-eir -o , e and /a , iliar surroundin.s in order to es*a)e t-e a=use. 'n /a*t, in t-is study, 'P0 s years a.o 1as ne.atively asso*iated 1it- t-e len.t- o/ residen*y at t-e *urrent address. T-is su. .ests t-at)rior 'P0 1ould likely to lead to relo*ation to a ne1 area, 1-i*- in turn *ontri=utes to a lo1er sense o/ so*ial *a)ital. Alt-ou. - e , er.en*y s-elters are a *riti*al resour*e /or 1o , en 1-o need to es*a)e +iolen*e, it is i ,)ortant to eF)and resour*es /or a=used 1o , en so t-at t-ey *an re , ain in t-eir /a , iliar surroundin.s .

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%e1 4ork: #lse+ier S*ien*e.

%arayan D. C. & F. (200). A di , ensional a))roa*- to , easurin. so*ial *a)ital: De+elo) , ent and +alidation o/ a so*ial *a)ital in+entory. *Current So*ioloy*, 62, E2- 02.

"o*-ner 3., 3a1a*-i ', ? 3ennedy !.P. (222). So*ial *a)ital: A .uide to its , easure , ent. @ealt- ? Pla*e, E, 2E2-2L0.

7ittell &. , \$rte.a-!usta , ante , ', ? Ste//y, T. (2000). So*ial *a)ital and so*ial *-an.e: Wo , en)is *o , , unity a*ti+is , . 9r=an A//airs (e+ie1, AK, 2A- 6L).

Cole , an 5. S. (220). *Foundations o/ so*ial t-eory*. Ca , =rid.e, &A: @ar+ard 9ni+ersity Press.

Putna , (. D. (22A). T-e)ros)erous *o , , unity: So*ial *a)ital and)u=li* li/e. T-e A , eri*an Pros)e*t, 6, AE-62.

World @ealt- \$r.aniGation (226). A user)is .uide to t-e Sel/ (e)ortin. I uestionnaire. 7ene+a, S1itGerland: World @ealt- \$r.aniGation Di+ision o/ &ental @ealt-.

4os-i-a , a , &. ? @orro*ks, 5. (2002). Post-trau , ati* stress sy ,)to , s and +i*ti , iGation a , on. 5a)anese A , eri*an 1o , en. 5ournal o/ Consultin. and Clini*al Psy*-olo.y, L0(2), 20E-2 E.

For , ore in/or , ation a=out t-e W@\$ 0AW Study in 5a)an ,)lease re/er to:

4os-i-a , a , &. , @orro*ks, 5., 3a , ano, S. (200L). "i/eti , e eF)erien*es o/ inti , ate)artner +iolen*e and related injur)es a , on. 1o , en in 4oko-a , a , 5a)an. A , eri*an 5ournal o/ Pu=li* @ealt- , 2L, 2A2-2A6.

4os-i-a , a , &. , @orro*ks, 5., 3a , ano, S. (2002). T-e role o/ e , otional a=use in inti , ate)artner +iolen*e and -ealt- a , on. 1o , en in 4oko-a , a , 5a)an. A , eri*an 5ournal o/ Pu=li* @ealt- , 22(6), K6L-KEA.

4os-i-a , a , &. ? @orro*ks, 5. (20 0). (isk o/ inti , ate)artner +iolen*e: (ole o/ *-ild-ood seFual a=use and seFual initiation in 1o , en in 5a)an. C-ildren and 4out- Ser+ies (e+ie1, A2, 2M-AL).

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63 H&-)24, A." .M. #, - /&-¹ D* /2519, D129, - * ;24²



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A cross-sectional, population-based, house-hold survey was conducted in Belgrade as part of the World Health Organization Multi-Country Study on Women's Health and Domestic Violence, an adapted version of the WHO questionnaire. Female interviees were conducted in 1996, 10, and 1998-1999, aged 15-62 years old.

Overall 26% reported physical and/or sexual violence by a partner at a certain point prior to the interview.

M&'%* : /

The analysis aimed to identify risk factors for intimate partner violence.

Intimate, physical, and not current IPV (past 2 months), was selected as dependent variable because the prevalence of current IPV in Belgrade was only 6%, and low numbers in the exposed group would reduce the power of the analysis. Moreover other studies have shown that risk factors correlate in similar ways with current and intimate IPV (physical or sexual, intimate violence), in most contexts, including a predictor for increased current violence, but generally not for intimate violence.

The analysis focused on selected potential risk factors related to the woman, her partner and their relationship, based on the conceptual model (the ecological framework) and published findings on risk factors. Descriptive cross tabulations were conducted for each of the potential risk factors and the intimate, physical and/or sexual violence, with the risk factors as the independent variables and intimate IPV as the dependent variable.

The factors related to the woman, including her demographic data (age and education) and her social support network (marital status, employment, family size, etc.) were used as independent variables, and intimate IPV as the dependent variable.

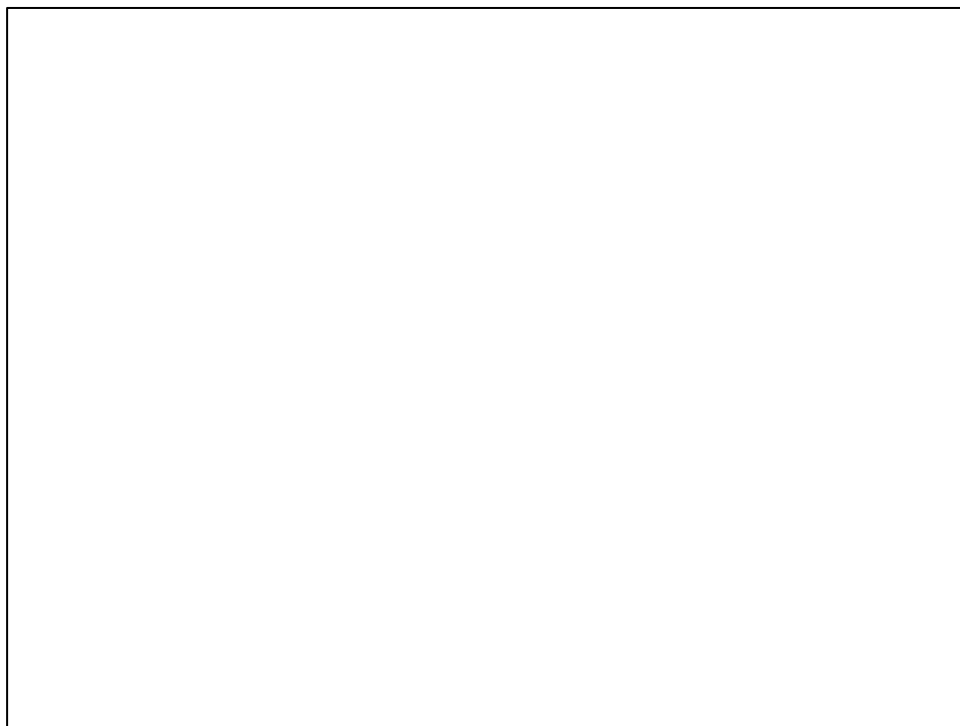
Senior Consultant OAW research, Geneva, Switzerland. For details, please refer to the WHO Multi-Country Study at World Health Organization (2002-2004).
Henriette Jansen, MSc, PhD,
Institute of Social Medicine, School of Medicine, University of Belgrade

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'n addition to t-eir so*io-de , o.ra)-i* *-ara*teristi*s, t-e /ollo1in. /a*tors related to)artners 1ere eFa , ined: al*o-ol *onsu ,)tion, dru. *onsu ,)tion, /i. -tin. 1it- ot-er , en, -a+in.)arallel relations-i)s 1it- ot-er 1o , en (in/idelity), , ot-eris eF)erien*e o/)artner +iolen*e, and =ein. =eaten as a *-ild.

(elations-i) *-ara*teristi*s in*luded -ouse-olðs so*io-e*ono , i* status (A-le+els), 1-et-er t-e *ou)le li+ed 1it- -is or -er /a , ily o/ =irt- , and di//eren*e in edu*ation =et1een)artners.

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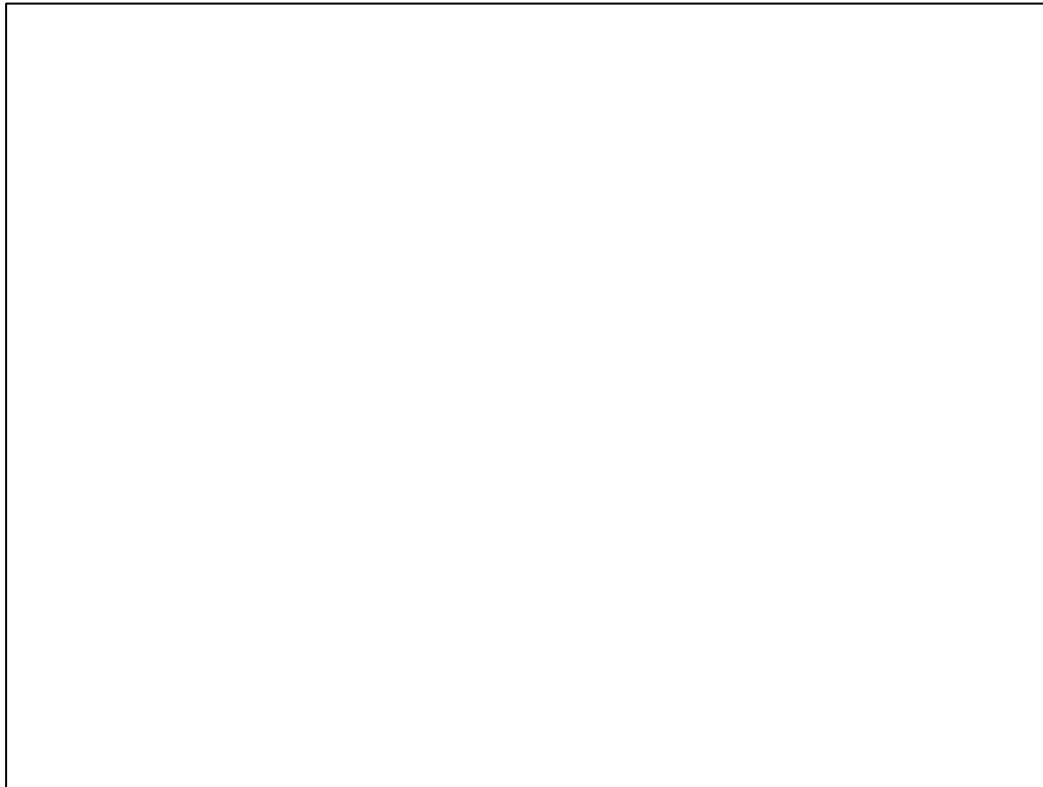


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Among the factors related to the loss, only forced or unwanted first sexual intercourse was independently associated with exposure to partner violence (A\$ (2.E0\$ 2Eb C' .0E-E.2K). All other factors (including the relationships) were not independently related to 'P0.

The model shows all factors that are significantly associated with 'P0 in a hierarchical representation of the factorial work.



C*-45(/2* - /

The majority of risk factors for 'P0, in contrast to all others, are related to the female partner. A longer, violent re-entention period, as well as the fact that the partner is violent, as they were previously, are more likely to be perpetrators of 'P0 in their adulthood, compared to other, men (lifetime experience of DV in their childhood).

R&0&)-4&

Dikano+*, !., @.A.F.&. Sansen, S. \$tase+i*. Factors associated with intimate partner violence against women in Serbia: a cross-sectional study. *Journal of Community Health*, published online 26 Aug. 2002; doi: 10.1007/s10999-002-0206-E.

Life in Turkey: A Study of Women's Experiences with Partner Violence

63 H&-)24, A."M. #, - /&-1
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The study in Turkey is not part of the WHO study. This is a funded research project that is independent of the Ministry of Health, National Institute of Population Studies and Demography, Directorate General of the Status of Women, etc).

M&'%* : /

The study combines quantitative with qualitative methods. Structured face-to-face interviews were conducted with 12795 women 15-59 years, representing 12 regions. It used a shortened version of the WHO questionnaire and apart from big sample size followed the same procedures and ethical and safety recommendations.

The large qualitative component included in-depth interviews with women, mothers/mothers-in-law, men, representatives of NGOs and professionals. Also focus group discussions with men and professionals were conducted.

R&/ (5' /

Most findings presented in this paper are based on focus group discussions in Turkey, etc.

Prevalence of partner violence

Overall 22% of women in Turkey reported to have experienced physical partner violence (6 out of 10) at least once in their life, 11% reported physical violence in the last 12 months. The inter-country differences were significant variations across the regions, with the highest prevalence found in the Anatolia region, more than twice as many women reported physical partner violence compared to women in West & Central Asia.

It is more difficult for women to disclose experiences of sexual violence compared to physical violence. It is more likely to talk about sexual violence than in a private area. It is more difficult to talk about sexual violence in the inter-country differences. Each of these countries reported to have experienced one or more of these acts. A significant number of regional differences were found: almost one in 10 in the Anatolia region, compared to less than one in 10 in West & Central Asia.

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Tea, leader to the national research on Domestic Violence in Turkey (2000-2002)
-enriette.jansen@ail.no

When talking about partner violence it is so, effective artificial to speak about -ysexual and sexual violence separately as not- are usually as events of the same person. In all regions the same -ysexual violence is reported by men and women. The same person. In all regions the same -ysexual violence is reported by men and women. The same person. In all regions the same -ysexual violence is reported by men and women. The same person.

Issues around silence and stigma

As in many other countries, also in Turkey, women had talked for the first time in their lives about the violence they were experiencing. For their partner, women were interviewed for this study. Women in violent relationships do react - out, they tend to do so to family and friends. Unfortunately, many women report that their response they get from their closest support system, family, friends, feel more isolated and guilty:

"I went to my mother first.... I told little by little. Her reaction was 'Didn't we tell you?' 'You brought this upon yourself, now you pay for it', 'There is the child, what will you do? Where will you go?' and so on" (Woman, 20 years old, married, one child)

In large parts of Turkey women are seen as a property, as man = seen for, this quote from a woman in our study illustrates discussions:

"He thinks 'she is my legal wife,... she doesn't have a place to go, no salary, no money, no future, she has kids... , what is she to do, she can't go, no matter how much I torment her, I can do whatever I want, she won't leave..." (66 year old woman)

Men's attitudes towards women and violence

The Turkish discussions mentioned in the following table in particular the following attitudes of men towards women and violence:

Men and women live in different worlds, different roles in life.

Men and women need to adjust. If this doesn't happen it creates a tension.

The attitudes towards women and violence were different according to the different age and educational groups, although, as shown, arranged in the following sections.

Young men, married, high education

Young and educated men (10 out of 10) were a significant group they did not want to (solely) play the father role (economic role) in the family. They also had difficulty in dealing with the tension created by not having full control over their own lives, the women expected their contribution. These young men considered this a violation of violence towards them, for their joint life.

“...she is working too, but my wife for instance is asking me to buy a refrigerator... Why does she want it from me? Isn't this a contradiction? I mean she puts her money into clothing, but when something is needed for the house then she wants it from you.... , that role continues...” (Io*us .rou))arti*i)ant: , ale 2E-A0 years, , arried, edu*ation a=o+e -i. - s*-ool)

Alt-ou.- t-ey did not assu , e t-e sa , e *lassi*al aut-ority roles as t-eir /at-ers t-ese youn. , en /elt +ery un*o , /orta=le 1-en it *a , e at t-e *riti*al)oint of 1o , en earnin. , ore t-an t-ey, 1-ile t-eir role as)ro+iders re , ains an eF)e*tation.

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Young men, married, lower education

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Wo , en s-ould kno1 t-ey are 1o , en and , en t-at t-ey are , en

' /e+ery=ody a**e)ts t-e role .i+en to us e+eryt-in. 1ould =e si ,)le

' /t-e li/e does not do t-is, t-is o)ens t-e 1ay to +iolen*e and t-e 1o , an deser+es t-is

'tis a , en is ri. -t to sto) -is li/e /ro , 1orkin. , so , eti , es t-e so*ial nor , di*tates t-is. T-is s-ould not =e *onsidered +iolen*e

Older men, married, lower education

\$lder , en 1it- little edu*ation .enerally -ad t-e /ollo1in. attitudes_)er*e)tions:

“Women should not have eyes outside”

Conne*t roles of , en and 1o , en 1it- Turkis- nation, *ulture and -onour

“If she cares about her honour she knows her place”

S-a , in. -onour Justi/fies killin. as)ro)er rea*tion

Can men change?

&ost , en *onsider t-at t-eir role is .i+en and t-at t-ey *annot *-an.e.

“You can't do anything about men.. You can't teach anything to a man after 30. His ideas are set. What he knows is best” (A6 year old , an , , arried, *-ild,)ri , ary s*-ool)

This state, then illustrates the relationship between any, then at a, an "annot" - an.e, "certainly not alter" certain a.e. 1-en t-ey are already /or, ed. \$n an o)ti, isti* note,)er-a)s an o))ortunity /or inter+ention *an =e seen in t-eir)er*)tion t-at, en =e*o, e un* -an.ea=le only alter A0. T-ey do not say t-at, en are =orn like t-at

The /o*us .rou) dis*ussions lit-, en s-o1ed si, ilar attitudes a, on. t-e .rou)s: t-at on*e, arried a li/e is /ore+er a, an)s)ro)erty. State inter+entions and)ro.ra, s t-at)ut distan*e =et1een)er)etrator and +i*ti, are not a**e)ted =y t-e, en. For eFa,)le, t-e, en *onsider a restrainin. order as una**e)ta=le, only inter/erin. lit- t-e /a, ily and t-eir status as, en. A si, ilar)er*)tion 1as eF)ressed a=out t-era)y: t-is 1ould =rin. s-a, e and is not -el)/ul.

A divorce is "certainly not regarded as a)ropriate or a**e)ta=le.

"Getting a divorce is not good, I mean I can't think of it, to give my wife to somebody else, my kid will call somebody else father... I am totally against it" (A2 year old, an, , arried, *-ild,)ri, ary s* -ool)

Also 1o, en are tau. -t =y t-eir, ot-ers: *"where you go in your wedding dress you can only leave in your death shroud"*.

A**ordin. to /o*us .rou))arti*)ants! +ie1, , en are \)roud *reatures] and t-ese inter+entions o//end t-eir)ride and do, in t-eir +ie1, not *ontri=ute to a solution.

'n t-e +ie1s o/ t-e, en t-e 1o, an is res)onsi=le /or e+eryt-in.:

S-e is)ro+okin. +iolen*e, =la, ed /or t-e +iolen*e

S-e is res)onsi=le /or kee)in. t-e /a, ily -onour, =earin. t-e +iolen*e in silen*e and a**e)tin. it

!ut, 1-en li+in. lit- +iolen*e, also s-e is also res)onsi=le /or kee)in. t-e /a, ily stays to.et-er, in*ludin. t-e *-ildren.

C* -45 (/2* -

We need to understand -o1, en t-ink to =e a=le to *-allen.e t-e notions t-at *ause t-e, to =e-a+e +iolently to1ards 1o, en. We -a+e also seen t-at, en do *-an.e o+er .enerations and t-at t-ere are entry)oints /or 1orkin. lit-, en and =oys.

R&0&)-4&/

%ational (esear*- on Do, esti* Oiolen*e a.ainst Wo, en in Turkey. 3S7 &, #9, 'C\$%_@9'PS_!%! . 2002 (&ain re)ort and Su, , ary re)ort a+aila=le in #n.lis- and Turkis-)

5ansen @.A.F.&, !. D*n, eG and 3. Alt(nel. We=site %ational (esear*- on Do, esti* Oiolen*e a.ainst Wo, en in Turkey 200M: -tt):_111.ks. , .o+.tr_td+a1_de/ault.-t, (in #n.lis- and Turkis-).

5

INNOVATIVE ACTIONS - ACTIONS INNOVANTES

G&,)2- . U+F , + ,)'242+ , '*)3 +) *J&4' &>+5*)2- . 43452- . 2- ! *)9

63 #, 4H(2 A9%()/ ' S'&+% , -2& M&3/ -&)' & A5, - D(- -&'1



C*-'&>'

The 93 study of work is one of the first national longitudinal studies status in 2000, leading to a \$1 billion grant to the study's principal investigator, Dr. Robert D. Wood, at the University of Michigan. The study was designed to use a representative national sample of 4,599 individuals to investigate the contribution of work to the well-being of the population. A multidisciplinary research team, consisting of sociologists, economists, and psychologists, was assembled to undertake a pilot study, followed by a longitudinal study to continue the work, if successful.

The study was designed to address a variety of issues of work. It would be the first large-scale study of work, covering a wide range of occupations and interests, for different occupations, means of data collection (through various narrative data collection methods), and to address in addition, the use of findings of our study to inform policy and practice in the workplace. Multiple approaches to data collection were chosen to ensure, where possible, and to explore the use of longitudinal data, the results of an online survey to 4,599 students, employees and individuals in the community.

Before presenting the findings of the above research, it is important to outline the tensions inherent in the research process, over the time period of the study.

The Participatory Action Research (PAR) process is, due to its very nature, responsive to the contributions and constraints of workload and life circumstances of the participants. In the case of the research, a variety of unexpected work-related roles, arose due to the financial crisis and contraction in university funding. This led to the retirement, exit of one of the central researchers in the project after only a few months, and other staff members had to take on additional responsibilities. In addition, the research assistant was unable to access continuation of funds for her studies, and had to withdraw earlier than expected. Our intentions in planning the study were therefore different from the original intentions that resulted.

A second set of circumstances related to the effectiveness of the qualitative data collection methods were also planned. These related to the ethics of taking photographs or video footage of participants, in light of the need to obtain informed consent, and ensuring that no participant felt coerced into taking part. We gained overall ethical approval for the study from the university ethics committee, and the general ethical approval did not cover all the nuances of using professional video equipment. These effectiveness issues limited the

Journal differentials between researchers and the general public, which could potentially impact on ethical data collection.

Access to, and responsible use of funds, was the third issue that we needed to work through. 459 funded funding. As granted for the project, on condition that certain procedures be followed for, the work. These included the involvement of a peer, a report for the funders, and a further funding. We did, however, aim to be written (due to the lack of notification for, the city council regarding. We did, however, research activities in the city). We have therefore not been able to utilise all the funding. As granted, because so, of the various, anti issues such, , arising as a result of, , impacted on the work we could deliver.

'Cycle' one: Example of a trial of photo-voice: My cycle route from home to work

The slides related to this part of the presentation, are available at:

(http://111.yorks.ac.uk/Test_earin.ru)_random, rF, lr=annerr*y*le2.-t,l

The following photos are linked to photos taken on one of the researchers' routes between home and work:

Cyclists in York span the ages - it's great to see, even though there are obstacles ...

Sometimes people feel safer on the pavements (not surprising, given how close some buses pass)

Here's a part of a cycle route that works well (due to the marked cycle lane)

But then the cycle route disappears ... and one can feel vulnerable

It feels good to be part of the cycling 'tribe', which is so diverse in York

Though, you need to be wary – drivers sometimes underestimate how close you are (if they notice you at all)

Oh good - a cycle lane where there are few cars - but beware the tourists!

This route through the 'Bar' works quite well, giving cyclists a safe start

But then where do you go when this happens? However, it's okay, work is just across to the right!

This is also illustrated so, of the ethical guidelines referred to before, and though we had opted to gather similar narratives for different routes into York, we only have one other, located at (http://1A.yorks.ac.uk_research_research-cluster-role*ts_ealt-y-*o, , unities_earin.-u).as)F.

'Cycle' two: A survey of colleagues' attitudes to cycling

Survey Participants: over 60 by the daily, and 2: of the, here/le, ales.

Ases MK0s

All City of York Citizens

We asked participants about their motivations to cycle, this provided insight into participants lived experience and their relationships to the environment.

'Cycle' three: Post survey interviews of a number of respondents who volunteered

A number of interviews (6) of volunteers from the survey were then interviewed, and feedback of their responses (coded by theme, see) follows:

The need to be in more natural places

If I had a mountain bike, I'd cycle out of York, maybe into the countryside.

You sort of go up the road and you're out of the ring road and you're in the country, so I think they could maybe do more with having routes, eh, a bit more advertising routes with more to the country...

Speed

I cycle because it's quick.

I'm quite conscious of time ...if I can cycle then I can get there a bit quicker.

#, optional,)a*t:

I love the feeling ...it's so nice for cycling; you can take time out to enjoy the views. If you're sort of cycling in the country, and you can go at your own pace and it's environmentally friendly as well.

(relations-i) 1it- *y*lin.

*What type of cyclist are you: "leisure, *o , , uterC I think I am all those things really. It is commuter. It is leisure. I like cycling.*

!arriers to *y*lin.

On a hot day like today maybe I wouldn't cycle, because you're going to work. If it was leisure I would, but if I had to get somewhere, I'd end up being really sweaty when I got there.

... I think if I was commuting, and it's raining all the time then I wouldn't cycle.

I cycle in all weathers.

(Would you be able to fix that yourself? And does this affect your independence as a cyclist?) *Oh yeah I would be able to fix that myself, yes.*

Cycling and safety

It's a bit of a pain, because you've got a painted cycle route on the road, but it's not a proper cycle route because you can still get cars parking in the way, and of course there are traffic jams.

(Cycle lanes are) *incorporated into a pavement and you've got a pavement split into walking and cycling.*

(Suggestions of 1-way, i.e. one-way) *to cycle, etc.) Mmm, I suppose if you could get more safe cycle lanes.*

It's not often that you have a cycle path that is continuous.

We were particularly interested in the possibility that cycling could play a role in mental differences between various socio-economic groups, because of its potential ability to enable people to socialize across social barriers. Some of our theories that there are different types of cyclists, designated types of cycling and the roles people take to learn. However, despite cycling for a variety of purposes, the participants were reluctant to elaborate the self as a type of cyclist in the purpose of the ride seen to determine the kind of cyclist that they felt at the time, the current state is therefore, 'I would see, I think, that a cyclist, say, as a part of self-identification using self-reported time-related activities, say, mean as a part of a journal. Our earlier work of the activities of cyclists has shown to be far too simplistic. There are likely to be real tensions related to class factors, aspirations and rights, and the cyclist, say, have the potential to discuss, so, the of these differences, we need to take the research, further.

R&I (5/10+, 242+, 2- '2/)&/ & , 4% .) * (+

For the group, the following are the main findings from the participant in this pilot study:

Participatory research, methodology - limited ethical concerns related to traditional research -]

't reported interdisciplinary work, union and teamwork. Don't of so, the of the traditional barriers to research - in different universities

Number, enter in so, enter. that draw us together, and that we believe to be of benefit, led to rank and open discussions

't limited so, the of the other dynamic, is, limit in research - .

We are involved in the role that, say continue in so, the for, i

C, +, 6252'2&/ T%&*)3 2- P), 4'24&F
 4*55, 6*), '2;&)&/&,)4% A2'% +&*+5& A2'% , - &>+&)2&-4& *0 1&- ', 5
 255- &/ /

63 B&, ')24& S, 44%&' *1 & M,)2, V,) . , /-M* -2<2



The main aim of the study is to understand in-depth the role of a community-based organization in promoting mental health and well-being in the community, particularly for individuals living with mental illnesses.

The primary non-profit organization Association for the Study and Psycho-social Intervention was founded in 2001, by a group of professionals and people living with mental illness. Its mission is to promote recovery through evidence-based strategies and strengthen community-based services for people living with mental illness in order to increase their social integration in terms of employment, education, housing and social activities and to improve their quality of life and satisfaction. At present it runs a Community Center (100 users) and a recovery group, in the center of the city.

The principal contractor of the research is the University Institute of Applied Psychology (SPA) of the University. The research team is composed of members of the research group in Psychology and Health of the University Institute, research consultant and retired Sinner (Onderwilt, 1994), a graduate of Catholic University of Milan (IT) and users of the organization in a need to collaborate.

The variables to be studied are dimensions of integration and well-being such as employment, housing or education as well as variables related to quality of life, physical and emotional health, influence and loneliness, access and effective use of community resources and social networks (Lewinsohn, 2000).

The recovery process used in this study includes the relief of all people, including those with a diagnosis of mental illness, a barrier to full community participation and recovery.

Initially, community participation was defined as the process of recovery. The second is the theoretical well-being framework inspired by the work of Sen (1999) and Lewinsohn (2000). The well-being approach was first introduced by the Indian economist, Amartya Sen (1999, 2000), who has been included in the draft of the Human Development Report (2000), and particularly in the United Nations. In this context, the well-being approach was used to evaluate and compare individual quality of life.

Subsequently, the well-being approach was developed and integrated by the philosopher and artist Lewinsohn (1999, 2000), who has used this theory to study development in countries, including India, and particularly, to ensure that the conditions are very low. This approach recognizes and values human dignity, and particularly the fact that the human condition is not static and that the conditions are free to improve their own lives according to

Catholic University of Milan
 2 University Institute SPA of the city

t-eir)arti*ular *onditions. A**ordin. to so , e aut-ors (@o)er, 200L, Da+idson et al., 2002) t-e *a)a=ilities a))roa*- *an =e used as a tool and a .uidin.)rin*i)le in t-e /ield o/)u=li* , ental -ealt- lit- t-e essential)rere:uisite o/ ado)tin. a re*o+ery)ers)e*ti+e, 1-i*- /o*us on)eo)le and t-eir eF)erien*es. (esultin. /ro , years o/ *ultural studies, %uss=au , arti*ulated 0 *a)a=ilities or /reedo , s t-at s-ould =e a//orded to +ulnera=le)o)ulations, sele*ted as *entral and i ,)ortant *a)a=ilities to all -u , an li/e. We ill take t-ese *a)a=ilities as de)endent +aria=les /or t-is study.

T-e se*ond a))roa*- t-at 1e take to de/ine *o , , unity)arti*i)ation deri+es /ro , /o*us .rou)s o/ users o/ t-e ser+i*e to =e studied -ere.

T-e resear*- tea , de*ided to i ,)le , ent a t1o-ste) desi.n. T-ere/ore t-e study ill *onsider a /irst eF)loratory and :ualitati+e analysis, in order to identiy t-e .ains o/ t-e , e , =ers deried /ro , t-e)arti*i)ation in t-e or.aniGation, /ollo1ed =y :uantitati+e analysis. 'n t-is se*ond ste) t-e resear*- tea ,)ro)oses to inter+ie1 a sa ,)le o/ 00 users to *reate e+iden*e o/ A#PS e//i*a*y in /osterin. *o , , unity in+ol+e , ent. (esults o/ t-e /irst sta.e ill =e used to)rodu*e an inter+ie1)roto*ol /or t-e /urt-er :uantitati+e)-ase.

T-e)ro*edures and , et-ods /or t-e /irst :ualitati+e)-ase, *arried out =et1een \$*to=er 200M and 5uly 2002, in+ol+ed ei.-teen dis*ussion .rou)s *ondu*ted to *olle*t data a=out t-e i ,)ro+e , ents o/ A#PS , e , =ers, /o*used on a**o ,)lis- , ents ste , , in. /ro ,)arti*i)ation in t-e or.aniGation. (es)ondents 1ere AK , e , =ers, 1o , en and 2E , en , =et1een 20 and EM years (a+era.e m 6) , 22 b 1ere *urrently studyin. , AA b 1ere 1orkin. and t-e re , ainin. 6L b 1ere in+ol+ed lit- ot-er ser+i*es o/ t-e or.aniGation. #a*- .rou) 1as *o ,)osed o/ /our)arti*i)ants and one dis*ussion /a*ilitator. T-e do , ains *o+ered in dis*ussion in*luded areas o/ *o , , unity in+ol+e , ent like e ,)loy , ent, edu*ation, -ousin. ,)ersonal net1ork de+elo) , ent, and -o1 t-ese a**o ,)lis- , ents -a+e *ontri=uted to1ards a re*o+ery)at-.

T-e se*ond sta.e o/ t-e :ualitati+e)-ase is t-e data analysis o**urred durin. 6 , ont-s o/ 1ork. T-e .oal is to des*ri=e t-e)-eno , enon o/ *o , , unity inte .ration lit- 1ords and eF)erien*es o/ resear*- su=le*ts, in order to .et *loser to t-eir)ers)e*ti+e. A)anel *o ,)osed o/ t-ree A#PS , e , =ers and t1o)ro)essionals *ate.oriGed to)i*s /ro , t-e dis*ussion .rou)s and o=ser+ed re.ularities a*ross t-e , . \$n*e e+ery t-ree 1eeks +ideo *on/eren*es 1ere *ondu*ted lit- t-e A , eri*an su)er+isor to ensure on.oin. te*-ni*al ad+i*e on 1ork in)ro.ress. T-e *ontent analysis identi/ied se+eral i ,)ro+e , ents re)orted =y t-e)arti*i)ants, 1-i*- 1ere *on+erted into an M6 ite , :uestionnaire to =e used in t-e :uantitati+e)-ase.

'n t-e do , ain o/ e ,)loy , ent, /or eFa ,)le , , e , =ers o/ one .rou) ans1ered t-at t-ey =e*a , e , ore)ro)essional, anot-er t-at t-ey -ad .ained o))ortunities /or , ore *o ,)etiti+e e ,)loy , ent, and a , ain, anot-er .rou) said t-at t-ey -a+e learned to 1ork in a tea , . T-ese ans1ers -a+e =een *on+erted into ite , s t-at *o ,)ose t-e inter+ie1)roto*ol and ea*- ite , is su))orted =y a A-)oint "ikert s*ale.

T-e last sta.e o/ t-e :ualitati+e)-ase *onsists in ada)tin. t-e inter+ie1)roto*ol to t-e Ca)a=ilities A))roa*- o/ %uss=au , . T-e sa , e)anel o/)ro)essionals and A#PS , e , =ers re+ie1ed ea*- ite , o/ t-e inter+ie1)roto*ol and adju)ted it to do , ains)ro)osed =y %uss=au , , in order to .i+e to t-e instru , ent an o=le*ti+e , easure o/ di+ersity o/ *-oi*es and +aria=ility deried /ro , A#PS ser+i*es. T-ese *onditions are seen -ere as ne*essary to a*-ie+e a *o , , unity)arti*i)ation and , e , =ers-i).

To .i+e an eFa ,)le, t-e ite , s lere *oded 1it- t-e so*ial and)ersonal a//iliation *a)a=ility. 'n %uss=au , is 1ork 1e *an /ind t-e /ollo1in. de/inition /or t-at *a)a=ility: \n 1ork, =ein. a=le to 1ork as a -u, an =ein., eFer*isin.)ra*ti*al reason and enterin. into , eanin. /ul relations-i)s / , utual re*o.nition 1it- ot-er 1orkers.]

\$t-ers ite , s / t-e :uestionnaire, deri+ed /ro , a**o ,)lis- , ents *on*ernin. edu*ation, like \ ' realiGed ' 1as a=le to study] and \ ' in*reased , y kno1led.e] 1ere *oded 1it- t-e *a)a=ility o/ senses, i , a.ination and t-ou. -t. 'n %uss=au , is 1ork 1e *an /ind t-e /ollo1in. de/inition \=ein. a=le to use t-e senses, to i , a.ine, t-ink and reason ^ and to t-ese t-in.s in a truly -u, an 1ay, a 1ays in/or , ed and *ulti+ated =y an ade:uate edu*ation (i)] (%uss=au , , 2000,)).LM).

T-is *o , =ination o/ *a)a=ilities and users! i ,)ro+e , ents took M , eetin.s o/ t1o -ours ea*- . T-e)roto*ol resulted /ro , t-is :ualitati+e 1ork re/le*t %uss=au , is ten *a)a=ilities or /reedo , s, and in*lude a =alan*ed , iF o/ *losed :uestions and o)en-ended :uestions lastin. a=out -our on a+era .e.

,)o1er , ent and)arti*i)ation are also)ro , oted in+ol+in. ser+i*e users, identi/yin. t-eir a**o ,)lis- , ents and t-eir a*tual eF)erien*es. T-e in+ol+e , ent o/ A#PS users in t-e resear*- tea , -as in*reased alon. t-e)role*t: durin. t-e data analysis and t-e *onstru*tion o/ t-e inter+ie1)roto*ol t-ey 1ere t-e , alority a.ainst)ro/essionals.

A**ordin. to %elson and Prilleltensky (200E), a resear*- tea , *o ,)osed o/ =ot-)ro/essional and users 1it- *o , , unity re)resentati+es attend at least E b o/ t-e tea , is , ost a))ro)riate /or)arti*i)atory resear*-. Colla=orati+e resear*- also)ro , otes t-e e ,)o1er , ent o/)arti*i)ants (Tri*kett, #s)ino, 2006) t-rou. - a*:uirin. kno1led.e, *-oosin. and de*ision , akin. (Air-i-en=u1a, 226). T-e study ai , s to)rote*t t-e ri.-t o/ eF)ression and *-oi*e, .i+in. +oi*e to)arti*i)ants, t-rou. - dis*ussion .rou)s and also t-rou. -)arti*i)ation in data analysis. !eyond t-e ai , o/ e+aluatin. A#PS e//e*ti+eness, t-e resear*- tries to en*oura.e)arti*i)ants to re/le*t on t-eir o1n journey o/ re*o+ery and to sel/-e+aluare)ersonal ai , s and strate .ies /or a*-ie+in. t-e , ,

R&0&)-4&/

Air-i-en=u1a C. \$. (226). @ealt-)ro , otion and t-e dis*ourse on *ulture: ' ,)li*tations /or e ,)o1er , ent. @ealt- #du*ation I uarterly, 2 , A,)). A6E-AEA.

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Fis-er, D. !. (22L). %e1 Oision o/ (e*o+ery: 4ou Too Can (e*o+er Fro , \&ental 'llness]. "a1ren*e, &A: %ational # ,)o1er , ent Center.

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@o)er 3. (200L). (et-inkin. so*ial re*o+ery in s*-iGo)-renia: 1-at a *a)a=ilities a))roa*- , i.-t o//er. So*ial S*ien*e ? &edi*ine, KE,)). MKM-ML2.

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&aia T, "o)es !, AleFandre 5, Cardoso 7. (200L). PS'C- #arly 'nter+ention *o , , unity)ro.ra , /or
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 N , '% , 52& T%* 1 , /¹ & N , 1 () C*) , 5¹



« Exister humainement, c'est dire le monde, c'est le modifier. » Paulo F (#' (#

De)uis un)eu)lus d'une diGaine diann;es, des inter+enants du se*teur)sy*-o- , ; di*o-so*ial =ruFellois, r; unis
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)ro.ressi+e, ent *onstitu;s en un Colle*ti/ de r;/leFion et de)rati:ues autour de la sant; , entale
 *o , , unautaire.

'nt; .r; dans une Gone ur=aine , ar:u;e)ar la)r;*arit; , "e &;ridien est un Ser+i*e de Sant; &entale
 a , =ulatoire, n; dans le .iron du *ourant anti)sy*-iatri:ue des ann;es soiFante et de la)sy*-iatrie so*iale. 'l est
 situ; dans la *o , , une de Saint-5osse-Ten-%oode, une des *o , , unes les)lus)au+res de !ruFelles. "es
 :uarteris :ui la *o ,)osent - ;=er.ent, *o , , e la , alorit; des :uarteris)o)ulaires =ruFellois, des)o)ulations
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"e &;ridien a ra)ide , ent , is en)la*e, H *et; des *onsultations de .uidan*e et de)sy*-ot- ;ra)ie, une ; :ui)e
 *o , , unautaire *-ar.;e de d;+elo))er une d; , ar*-e a=ordant la sant; , entale)ar un autre =iais :ue la
)at-olo.ie. Dans *es :uarteris)o)ulaires, les)ro=l; , ati:ues ren*ontr;es dans les *onsultations outre)assent
 en e//et . ;n;rale , ent le *adre d'un tra+ail t-;ra)euti:ue *lassi:ue :)ro=l< , es de lo.e , ent, de non-e ,)loi,
 dieF*usion so*iale, et*. %otre d; , ar*-e en+isa.e don* une *on*)e)tion de la sant; , entale :ui d;)asse le
 *urati/ tout en llin*luant dans son *-a ,) , , ettant en tension ses di , ensions H la /ois *lini:ues et)oliti:ues.

Ce tra+ail a)er, is la naissan*e du Colle*ti/ Z Prati:ues en sant; , entale *o , , unautaire [:ui re.rou)e des
 tra+ailleurs de di//;rents se*teurs (, ; diation s*olaire, sant; , entale,)lannin. /a , ilial, toFi*o , anie , ;du*ation
)er , anente , , aison de :uarter, -e)ital, i) et de di+erses /or , ations ()sy*-olo.ue, assistant so*ial ;du*ateur,
 ani , ateur, , ;de'in, i). A*tuelle , ent, les , e , =res du Colle*ti/ ani , ent ou *o-ani , ent des .rou)es di-a=itants
 dans di+ers :uarteris de !ruFelles.

A/in de , ieuF rendre *o ,)te de *e :ue)eu+ent +i+re les -a=itants au sein de *es .rou)es, nous a+ons *-oisi de
 +ous en /aire)arta.er :uel:ues t; , oi.na.es : «Ca aide à relativiser, à se déculpabiliser. Dans les sous-groupes,

Colle*ti/ Z Prati:ues en sant; , entale *o , , unautair [111. , eridien-*o , , unautaire.=e - e. , ail : in/o j , eridien-*o , , unautaire.=e

c'est bien car même ceux qui ne parlent pas facilement peuvent s'exprimer. Si j'avais vécu ce groupe avant, j'aurais été plus forte dans ma vie. Je n'aurais pas vécu cette solitude. Je me rends compte que je ne suis pas la seule à vivre ces choses-là », « je viens pour voir si je vis la même chose que les autres femmes. J'ai besoin de parler avec d'autres mamans pour savoir si je suis une bonne mère », «au début, je pensais : ce qui est à moi est à moi. C'est trop intime. Je ne vais pas pouvoir en parler. Il faudrait une confiance extrême en chacune pour pouvoir parler de ça. J'ai pensé plusieurs fois arrêter le groupe. Et puis la sincérité des récits des autres m'a animé, m'a donné du courage pour poursuivre», « j'ai senti un engagement envers ce groupe, une responsabilité, comme si je contribuais à construire quelque chose. Mon avis comptait. Rien n'était imposé. Je me sentais écoutée. Je sentais que mon expérience valait, qu'elle était utile à d'autres », etc. ».

"es id;es-/or*es :ui . uident nos)rati:ues sont les sui+antes : a=order la sant; , entale)ar un autre =iais : ue la)at-olo. ie ou le soin, *onsid;rer la sant; , entale *o , , e une a//aire *olle*ti+e, en+isa. er un ra))ort auF sa+oirs =as; sur le)arta.e dieF)ertise, la r;*i)ro*it; et la , utualisation, un ra))ort au)ou+oir =as; sur les notions de *o-*onstru*tion et die ,)o1er , ent indi+iduel et *olle*ti/, une arti*ulation entre l'inti , e et le)oliti:ue.

Co , , ent *es id;es-/or*es s)a))li:uent-elles *on*r<te , ent dans notre tra+ail C A titre illustrati/, nous +ous)ro)osons le r;*it d'une)rati:ue d;+elo))e)ar un des , e , =res du Colle*ti/, au sein d'un ser+i*e de sant; , entale.

« Nous sommes lundi, il est 5 heures du soir. Comme à leur habitude, les hommes arrivent au compte-goutte. Certains prennent des nouvelles. D'autres font remarquer leur absence. Nous sommes aux « Ateliers 210 », un théâtre de quartier qui a accepté de loger provisoirement notre groupe. L'hiver est aux portes, et autour d'un thé à la menthe chaleureusement préparé par Abdel, nous discutons des objectifs que nous souhaitons poursuivre. Philippe explicite son impatience latente à rendre publique l'existence de notre groupe alors que Mario insiste sur l'embarras, que représente pour lui, la possibilité de « sortir » de l'intimité. Le temps, puisqu'il s'agit de ça, est mis à l'épreuve et nous ne pouvons faire l'économie de travailler, au préalable, sa notion subjective.

Nous avons proposé à chacun d'énoncer la façon dont il vit le groupe. Ce moment nous a été fort d'enseignements ; il a permis à chacun de se différencier davantage mais surtout d'exprimer des déceptions et de proposer de nouvelles modalités de rencontre. Les membres ont pu partager la possibilité de passer par une phase d'écriture des expériences pour ensuite en dégager certaines transversalités. Nous avons aussi « négocié » la possibilité de publier, dans l'espace public, ce travail d'écriture. Cette proposition nous a semblé être un bon compromis entre, d'une part, la nécessité pour les uns de se déposer dans un espace-temps plus ou moins long et, d'autre part, le besoin pour d'autres de publier une souffrance masculine multiple.

A travers ce récit, c'est l'articulation entre l'intime des récits et l'interpellation politico-sociale des maux énoncés au sein du groupe « Paroles d'Hommes » qui est en jeu. Il met en évidence la difficulté d'établir des ponts entre l'espace privé et l'espace public.

Si ce passage de l'intime au politique semble être une étape nécessaire au travail de « Psychologie Communautaire », il soulève néanmoins plusieurs enjeux. Il interroge non seulement la capacité du groupe à se penser comme « acteur social » mais renvoie aussi à chacun la possibilité d'entendre que d'autres peuvent avoir des positions divergentes et vivre le processus différemment.

« L'analyse de leur situation sociale et de leur identité de vie, et pendant de quoi, rendre leur besoin de se dépasser, surtout de se reconstruire. Ces histoires personnelles, dont je suis un témoin, nous ont permis de partager nos expériences, dans un cadre individuel. La sensation d'être seul, certaines injustices, le manque de soutien, la situation de la famille et le manque de consultation sociale sont souvent insupportables. La (re)construction personnelle est une tâche complexe et difficile. »

Que proposer à ces hommes emprunts de souffrances et dont les ruptures multiples créent un sentiment de solitude ? Comment les sortir de cet isolement et travailler leurs difficultés au dehors d'un Service de Santé Mentale souvent considéré comme stigmatisant ? Comment aussi les aider à travailler les versants positifs de leurs savoirs expérientiels aux fins de les sortir de cette position ? Autant de questions partagées par notre Collectif.

Mais le travail en santé communautaire n'est pas un long fleuve tranquille. Il n'est pas évident de douter, de questionner, de discuter. Nous avons souvent partagé ces questions lors de nos ateliers.

Faut-il faire le deuil d'un projet construit en santé communautaire lorsqu'il est écarté, dans un processus, dans le contexte de projet n'est pas absent de nos pratiques. Quelle serait la fonction d'un projet selon notre approche communautaire ? Doit-il être un projet, une finalité, une action, un cadre d'analyse (analyse des besoins, objectifs, résultats) ? Dans le cas contraire, le directeur ou de l'association, le professionnel sait-il aller chercher à soutenir le projet, à en faire un projet-réponse, sorte de porte d'entrée, d'orientation pour du travail communautaire ? Ici, le sens serait d'assurer et le rôle du projet serait de donner une impulsion pour que le groupe devienne autre chose.

« Le deuil, la questionnement, l'opérationnalité de la position du professionnel dans les pratiques communautaires. Dans les interventions, les professionnels sont sensés travailler le plus possible dans la horizontalité ; à travers les participants, les usagers. Pourquoi aurait-il pas le rôle de médiateur de la position de l'acteur communautaire ? Cette position est-elle tenable ? Penser la place du professionnel au-delà du titre de celui des participants ne constitue-

"e troisi<, e :uestionne , ent)orte sur les enjeux du)ou+oir. "B-origonalit; des relations est)eut->tre une uto)ie +ers la :uelle nous tendons, , ais *o , , ent .arder *ette uto)ie +i+ante sans , as :uer les)ou+oirs :ui se Jouent dans un .rou)e,)ou+oirs li;s auF statuts, H la *lasse so*iale, H lla**<s auF ressour*es, et*. C Co , , ent d<s lors tra+ailler H)artir de *ette *on/i.uration du)ou+oir C l ue /aire de *ette Z)la*e-)ou+oir [dans la :uelle linter+enant est . ; n ; rale , ent)la* ; dbe , =l ; e C

%ous a+ons ensuite :uestionn; la , ani<re dont nous tentions d'arti*uler la s)-<re de l'inti , e et *elle du)oliti : ue au sein de nos .rou)es. %otre *on*e)tion de la sant; , entale)ose la :uestion de sa+oir *o , , ent arti*uler des o=le*ti/s rele+ant de la s)-<re de l'inti , e, du su=le*ti/, d'un tra+aill sur soi et une d; , ar* -e :ui a , =itionne, selon les ter , es de Paulo Freire, Z une trans/or , ation du , onde [, si.ni/iant ainsi de .rands ou de)etits *-an.e , ents stru*turels. luelles sont les , ; t-odes :ui)eu+ent /a*iliter *e)assa.e de l'indi+iduel +ers le *olle*ti/, de l'inti , e +ers le)oliti : ue C %e s'a.it-il)as de , ani<res de tra+ailler di// ; rentes, i ,)ossi=les H r ; unir au sein d'un , > , e dis)ositi/ C &ais /a*e auF di//i*ult ; s a*tuelles des d; , ar* -es de , o=ilisation *olle*ti+e, des :uestions jaillissent : une +is ; e)oliti : ue est-elle in- ; rente H la sant; , entale *o , , unautaire C "e tra+aill en sant; , entale siarr>te-t-il H la s)-<re du)ri+ ; ou)eut-il *o ,)orter une intention de *-an.e , ent stru*turel C #t , :u)entend-on)ar Z)oliti : ue [C

%ous a+ons /inale , ent)oint ; la :uestion du *on/lit au sein de nos)rati : ues : la notion de)ou+oir e ,)>* -e-t-elle de)enser le *on/lit C l uelle)osition o**u)er /a*e H *elui-*i au sein des .rou)es C Doit-on +iser li ; +ite , ent du *on/lit au ris : ue de dissoudre le .rou)e C \$u , au *ontraire, le *on/lit /ait-il)artie des relations so*iales et lla=order au sein du .rou)e)er , et-il de d ;)asser une identi/i*ation tro) , assie+e au .rou)e a+e* le ris : ue d'une n ; .ation des su=le*ti+it ; s indi+iduelles C

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63 M*2/ &/ C,) 1 * - , ' & R(6&--D, ;2: "&)- , - :&<2



I-')*: (4'2* -F R&0&4'2* - / * - +,)'242+, '2* - 2- C, ' ,5* -2,

Durin. t-e last E years, di//erent eF)erien*es o/ *itiGen's)arti*i)ation -a+e =een de+elo)ed in t-e re.ion o/ Catalonia. T-ey lere)ro, oted =y lo*al and re.ional .o+ern, ents and -a+e tried, in di//erent lays, to /oster *itiGen's)arti*i)ation in)u=li*)oli*ies. We /ind di//erent)arti*i)ati+e)ro*esses on ur=an desi.n, -ealt-, yout-, i, , i.rants, et*. And 1e understand *itiGen)arti*i)ation as an e+oluition in t-e relations-i) =et1een .o+ern, ent and *itiGen's, lookin. to1ards *o,)le, entin. re)resentati+e de, o*ra*y 1it-)arti*i)ati+e de, o*ra*y, to ulti, ately =uuld *itiGen-s-i).

'n , any o/ t-ese eF)erien*es, t-e , ain *riti*is, -as =een around t-e nu, =er and di+ersity o/ its)arti*i)ants. So, e o/ t-e dis*ourses t-at 1e usually /ind on arri+al at a nei. -=our-ood to start a)arti*i)ati+e)ro*ess are, /or eFa,)le: qWe are al1ays t-e sa, eq o/ qPeo)le don't 1ant to)arti*i)ateq o/ qPeo)le aren't interested in)oli*y ...q, et*. 'n t-is situation 1e -a+e t1o o)tions: 1-et-er 1e .o =a*k -o, e assu, in. t-at it's i,)ossi=le to)ro, ote t-e)arti*i)ation o/ , ore *itiGen's, or 1e take t-is as t-e C@A""#%7#, 1-i*- is t-e .oal o/ our 1ork.

'/ 1e *-oose t-e se*ond o)tion, 1e /a*e t-e *-allen.e o/)ro, otin. *itiGen)arti*i)ation in order to a*-ie+e a)lural and re)resentati+e)arti*i)ation o/ our , uni*i)ality, distri*t, et*. To /a*e t-is *-allen.e it's ne*essary to .uarantee *reati+ity in t-e desi.n o/ tools t-at are a)ro)riate to /a*ilitate t-e)arti*i)ation o/ ea*- .rou). '/ 1e do t-e sa, e as usual, 1e o=tain t-e sa, e result, in our *ase in+ol+in. t-e qusual])arti*i)ants. Well, t-is does not , ean t-at it's 1ron. or t-at t-eir)arti*i)ation s-ould not o**ur. W-at 1e , ean is t-at i/ our *-allen.e is to in*or)orate ne1)arti*i)ants, 1e also need to do di//erent t-in.s. To o+er*o, e t-is *-allen.e it , ust =e .uaranteed to =e *reati+e in t-e desi.n o/ instru, ents t-at are a)ro)riate to /a*ilitate t-e)arti*i)ation o/ ea*- .rou). And =e *reati+e , eans to t-ink and to eF)erien*e, not 1ust 1aitin. /or a .reat idea.

To /a*ilitate)u=li*)arti*i)ation it's ne*essary to add allies and ne1 a*tors. T-e s*-ool and t-e *-ildren are a)otential a,)li/ier o/)arti*i)ation 1e s-ould not , iss. q2 s 2 m is Eq. We don't 1ant to introdu*e , at-e, atis to)ro, ote *itiGen)arti*i)ation. W-et-er 1e /oster a)arti*i)ati+e)ro*ess, as i/ 1e are)ro, oters or 1ust a)arti*i)ant, q1e , ust realiGe t-at to /a*ilitate)u=li*)arti*i)ation is ne*essary to .at-er allies and to)ro, ote t-e in+ol+e, ent o/ ne1 a*tors. T-is is 1-en t-e , at- is di//erent, as ea*- ne1)arti*i)ant 1-o , ana.ed to qsedu*eq t-e)arti*i)ati+e)ro*ess to =e*o, e a)otential dyna, i* *o, , uni*ator and o/ t-e)ro*ess, eF)onentially in*reasin. t-e)ossi=ility o/ eF)andin. t-e di+ersity o/)arti*i)ation.

So*ial Psy*-olo.y De)art, ent, !ar*elona 9ni+ersity (9!) ? #TCS Coo)erati+e (!ar*elona, S)ain). Conta*t: ar_ona@u=edu or [ru=enda+id+j_oo\)erati+aet*s.or](mailto:ru=enda+id+j_oo)erati+aet*s.or). , ore in/or, ation at: [111.oo\)erati+aet*s.or](http://111.oo)erati+aet*s.or).
 2 So*ial Psy*-olo.y De)art, ent, !ar*elona 9ni+ersity (9!) ? #TCS Coo)erati+e (!ar*elona, S)ain).

W%, ' 2/ , " , 1253 D&6, '&M

Family Debate is an online, internet tool (questionnaire, open survey,...) designed to promote family participation in the design and development of community-based initiatives. It is especially useful to open the process rather than to lose it.

Therefore this is a useful tool to promote the participation of groups that (usually don't) participate: children and families. And that's where we use the slogan 'and doesn't go to the mountain, mountain should go to the sea', ed.q

B, 49.)* (- : / , - : &>+&)&-4&/

The first experience started at the master degree studies in Participation and Sustainable Development (Autonomous University of Barcelona (9A!)) in 2002. Further experiences have been done in the last 15 years, including many different participative processes. So, like other tools for participatory action, the family debate is a highly flexible tool, and because of this flexibility it has been adapted to the particular process set up, as a result: using the ingredients, we can obtain always different tastes and features.

When to use the Family debate?

In the opinion of the participatory process, for instance, to do Diagnosis analysis, or to do Proposals or for do Assess, evaluation.

With Who?

Through educational centres (schools, nursery, etc. - school, child-ood centres, etc.).

O() R&/&,)4%F '%& "2. ,)e-M* -' 1 , -3 4, /&

Family debate is a small online tool, developed by the University of Barcelona, in the Department of Education. It was developed in 2000, and is for 0-6 years old. Part of this tool is a population of 1 as the target of the family debate, 5 to 6 years old.

Participatory process started in 2000 at the University of Barcelona, Spain. Proposals for the development of the local community, universality (20,000 euros) were made, first in 1995 of the participation process: 'Individual Proposals, for Adults, Proposals for children or young people and Family Debate Proposals, for Children.

H*A : * A& 6 (25: '%& " , 1253 D&6, '& '*5M

To build the family debate, we needed four stages.

Stage 1: tool construction

In order to create the tool we should start answering these questions:

Who is the tool design for? It is important to adapt the content, language and design of tool to the ages of the target group, in our case Childs 5-11 years old and their families.

Why is important their participation? What type of information we aim to collect: more quantitative, more qualitative, ultimately what kind of proposals we hope for? How will we manage their outcomes? What information is necessary to make to facilitate participation?

What do we want to communicate? What values do we want to convey? Also: What information on the participatory process do we provide? On what is he/she involved? What point are we at? What direction are we going to? And regarding the notebook: What is it? What does it do? What is expected of it? What will be done with your results?

Stage 2: school to home

The first step is to start in the classroom, work with children, use in school, only with teachers, the school to try to include, not only educate them and send them, use taken into account, but also the type of dynamic that will take to promote classroom, discussion and understanding. It is necessary that after this activity the children have learned is the participatory process that they are going to do, and that they ask them, and their families.

The second step is to evaluate. So, the important aspects to consider in our notebook, the activities, the evaluation, the results, the families, the:

the process of participatory process (goals, time, evaluation, and so on).

the evaluation of the families (goals, time, evaluation, and the results of the process, and so on)

So, the families, the

the process of the notebook is evaluation.

It is important to say that the design of the tool is not a normal survey questionnaire

Stage 3: collection and analysis

Families should take time to discuss at home, but at the same time, it should not extend too long, the return of the notebooks. So ideally it should not go beyond a week. Again it is important to highlight the important role of

ea* - /a , ily, and *ontinuin. 1it- outdoor a*ti+ities, , edia, s*-ool a*ti+ities, and so on. 'tis i ,)ortant to underline t-is /eed=a*k is ne*essary. For eFa ,)le, in Fi.aro 1e or.anise a City *oun*il *-ild Plenary. 'n t-is)lenary, C-ilds .i+e t-e /a , ily de=ate results to , ayor

Figaro, some results

Delivered AE note=ooks, 2L)rosals re*ei+ed (LL b).

6 adults , ade a)rosal a/ter doin. de note=ook 1it- t-eir *-ildren.

20L)eo)le in t-e /inal +otin. (AE b *ensus). &ore t-an t-e)eo)le 1-o +oted t-e all o))osition)arties in t-e last lo*al ele*tions.

&ost +oted)rosal (t-e *onstru*tion o/ a ne1)ark) is *ontained in t-e /a , ily de=ate.

C*-45(/2*- / '%& 0, 1253 :&6, '& 2-'* :&6, '&F

Why is it useful for us?

'n*reasin.)arti*)ation: not only in t-e nu , =er o/)arti*)ants =ut also in di+ersity o/ t-ese, es)e*ially to t-ose 1-o do not usually)arti*)ate (/a , ilies).

C-ild Parti*)ation: #n*oura.e *-ildren)is)arti*)ation (usually /or.otten in t-e)oliti*al)ro*ess). Fa*ilitatin. *-ildren)is)arti*)ation, s)e*i/i*ally in t-e *ase o/ a .rou) nor , ally eF*luded /ro ,)arti*)ati+e)ro*esses. T-is tool is use/ul /or *-ildren to -a+e a , a)or role in)arti*)ati+e)ro*esses.

Di+ersity o/ in/or , ation: 7et a +ariety o/ su. .estions _ in/or , ation to in*or)orate into t-e)ro*ess. 'n*reasin. t-e di+ersity o/ in/or , ation, 1-i*- /eeds t-e)arti*)ati+e)ro*ess. Di+ersi/yin. t-e)ro)iles o/)arti*)ants, ne1 *on*erns e , er. e.)riorities t-at 1ould ot-er1ise re , ain -idden.

W-y 'S 'T %\$T use/ul /or usC

Parti*)ation o/ A"": any , et-odolo.i*al tool is intended to so , e)arti*)ants and not ot-ers to /a*ilitate)arti*)ation o/ all *o , , unities, -a+in. already said t-at any , et-odolo.i*al tool is tar.etin. so , e)arti*)ants and not ot-ers.

To)ro , ote *olle*ti+e deli=eration: stays only in t-e /a , ily. 't)ro , otes dis*ussion .rou), stays in t-e /a , ily, , akin. it ideal to *o , =ine t-is tool 1it- ot-er *olle*ti+e , o , ents o/ de=ate, 1-ere t-ey *an =e /ound, /or eFa ,)le, di//erent /a , ilies and _ or ot-er)arti*)ants.

To *losin.)ro*esses: 'tis a =etter tool to , ake)rosals t-an to sele*t)rosals t-at ot-ers -a+e done. 'tis not a .ood instru , ent /or *losin.)ro*esses.

R&0&)-4&/

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(e=ollo, \$.s &artí, 5. (200L). *Participació ciutadana: bases, tècniques i mètodes. Versió Actualitzada*. Col·le**ix Pa)ers de Parti*)a*ix Ciutadana. %o. 2. Barcelona: Di)uta*ix de Barcelona

B2&--l')& , (') , ; , 25 &' H (, 52'@ : &/ / &) ; 24&/ 0* () - 2/ , (> (/ , . &) / F
 (- &) & 4% &) 4% & - , 4' 2* - P 5L2 - '@) 2& () : L (- 4& - ') & % * / + 2' , 52&) 2' , 52& - .

+,) G , - : * 50 , C , / 42 * 1 C , ' &) 2 - , L * P) & / ' 2 2 & G , & ' , - * V & - < , 3



Depuis le , lieu des années 20 en #uro)e, un .rand no , =re d; *rits s*ienti/i : ues ont in+esti.u; la relation =ien >tre-tra+ail en se *on*entrant sur les ra))orts entre les /a*teurs-*l; s : ui a))arassent d; ter , inants)our la :ualit; de +ie au tra+ail: la r;alisation et le d;elo))e , ent)ro/essionnel, les relations so*iales et)ro/essionnelles, lien+ironne , ent)-ysi : ue, le *ontenu et l;or . anisation du tra+ail.

Ces /a*teurs Jouent un rele tr<s i ,)ortant H l;int;rieur des , lieuF so*io-sanitaires : *ar ils ont un i ,)a* *onsid;ra=le sur la satis/a*tion des)ro/essionnels de sant; et sur leurs ni+eauF de stress et d;)uise , ent, ils *onditionnent la :ualit; de la relation a+e* le , alade en in/luenDant ,)ar l;inter , ;diaire de la satis/a*tion du)atient, le su**<s des traite , ents aussi =ien : ue des a*tions de)r; +ention et)ro , otion de la sant; .

Partant d;un *adre t- ; ori : ue : ui)ri+il ; . ie, d;un *et; , l; i ,)li*ation des a*teurs so*iauF dans les o=le*t/i/s et les)ro*essus de *-an . e , ent, de l;autre, la *onstru*tion du sens et l;ia**roisse , ent ,)ar les a*teurs euF- , > , es, de la *onnaissan*e des)ro*essus dans les : uels ils sont)ris, une inter+ention)sy*-oso*olo . i : ue a ; t; , en ; e H l;int;rieur d;un -e)ital italien d;en+iron 6KO lits : ui enre . istre, si l;ion *onsid<re soit les -os)italisation de jour soit *elles *lassi : ues ,)res : ue 20.000 s ; jours)ar an.

9ne)la*e de)re , i<re)lan a ; t; r ; ser+ ; e auF a*tions de /or , ation *onduites dans une)ers)e*ti+e +isant H /a+oriser la)rise de *ons*ien*e des ra))orts entre =ien->tre au tra+ail, satis/a*tion des)atients , :ualit; du ser+ie et)ro , otion de la sant; . #n , > , e te ,)s, l;utilisation *o , =in ; e des , ; t-odes : uantitati+es et : ualitati+es a)er , is de dresser un ta=leau de la situation a*tuelle de l;-e)ital : ui a re) ; sent ; le)oint de d ;)art)our le lan*e , ent de)rolets d;ia , ; l;ioration et de)ro , otion du =ien->tre de l;or . anisation.

Dans le d;tail, l;ad , inistration du : uestionnaire &\$@I⁶ (n m LM2) a)er , is d;ies : uisser le)ro/il de l;or . anisation en , ettant en ; +iden*e les)oints de /or*e et les)oints de /ai=lesse)ar ra))ort auF)ro=I ; , ati : ues in+esti.u ; es. "es s*ores , oyens^E o=tenus auF di// ; rentes sous- ; *-elles du : uestionnaire (+oir

Do*torante en Psy* -olo . ie - D ;)arte , ent de Psy* -olo . ie, 9ni+ersit; de Paler , e ('talie)
² (es)onsa=le :ualit; - Centre -os)italier Z\$s)edali (iuniti[, Paler , e ('talie)
^A Pro/esseur Asso* ; ^ D ;)arte , ent de Psy* -olo . ie, 9ni+ersit; de Paler , e ('talie)
⁶ "e : uestionnaire &\$@I (&ultidi , ensional \$r . aniGational @ealt- I uestionnaire) a ; t; ; la=or ;)ar les)sy* -olo . ues italiens A+allone et Pa)lo , atas (200E) a/in d; ; aluer les di , ensions /onda , entales du =ien->tre dans l;or . anisation: Con/ort du)oste de tra+ail, Per*e)tion des diri . eants, Per*e)tion des *oll< . ues, Per*e)tion de l;e//i*a*tit ; or . anisationnelle, Per*e)tion de la Justi*e or . anisationnelle, Per*e)tion du *on/lit, Per*e)tion du stress au tra+ail, S ; *urit ; , Pr ; +ention, Fati . ue, 'sole , ent, 'nno+ation, Trou=les)sy* -oso , ati : ues. 'l est *o ,)os ; d;ite , s de ty)e "ikert dont la r ;)onse est eF)ri , ; e sur une ; *-elle H * -oiF /or* ; e *o ,)renant : uatre +aleurs)ossi=les.
^E "e)ro/il du =ien->tre de l;or . anisation)eut >tre ; +alu ; en *onsid ; rant la , oyenne des s*ores o=tenus H *-a : ue sous- ; *-elle du &\$@I *o , , e)oint de r ; / ; ren*e : les /a*teurs les)lus)ro=I ; , ati : ues du =ien->tre de l;or . anisation sont asso* ; s H des s*ores in/ ; rieurs H la , oyenne tandis : ue des s*ores)lus ; le+ ; s *orres)ondent auF di , ensions , oins *riti : ues et auF)oints de /or*e. Ainsi /aisant, en e/et, les r ; sultats o=tenus ne sont)as inter)r ; t ; s ar=itraire , ent , ais en se r ; / ; rant auF)er*e)tions des)ro/essionnels et H leur)ro)re eF) ; rien*e (A+allone ? !onaretti, 200A). Plus . ; n ; rale , ent, l;ion)ourrait , > , e souli . ner : ue les s*ores , oyens de *-a : ue

Tableau 1 indique la Perception du stress, la Fatigue, la Perception de la Justice organisationnelle, la Sûreté, la Prévention et le Confort du poste de travail sont considérés par les auteurs, il est à noter que les dimensions les plus critiques du bien-être de l'organisation. La Perception des collègues, les Troubles psychosociaux et la Perception de l'équité organisationnelle, par contre, ne sont pas considérés, et des dimensions qui nécessitent une attention particulière. D'un autre côté, il se note que des bonnes relations interpersonnelles jouent un rôle important et la qualité du travail attirent les employés. Les employés de l'organisation de l'autre côté, les sujets qui ont rempli les questionnaires ont affirmé, de souffrir rarement de troubles anxieux, de dépression, de troubles du sommeil, et. En outre, si les dimensions restantes se sont révélées être un problème, les auteurs ont recommandé des améliorations dans ces domaines. Il est également intéressant de noter que les employés ont répondu à ces questions relatives au rôle des collègues.

D21 & - / 2* - / : (62 & -- l') & : & 5 l*) . , - 2 / , ' 2* -	S4*) & / M* 3 & - /	N4 ,) '- ' 3 + &
Stress	,LE	0,EK
Fatigue	,20	0,62
Justice organisationnelle	2,0L	0,E2
Sûreté	2,20	0,EA
Prévention	2,22	0,KM
Confort	2,2L	0,KL
solitude	2,60	0,EA
Innovation	2,66	0,K
Conflit	2,6E	0,K2
Dirigeants	2,EA	0,K2
# / l' i* a* it ; or . anisationnelle	2,K2	0,EA
Troubles psychosociaux et problèmes	2,KK	0,LA
Collègues	A,0E	0,EE
<i>Moyenne des scores aux sous-échelles : 2,37</i>		

Tableau 1

sous-échantillon de 200 personnes, et des individus qui ont participé à l'étude lors de leur travail sont, respectivement, 2,2 et 2,2 (A+allone ? Pa) l'ont, et, 200E).

Figure 1

#n se /o*alisant , aintenant sur l'analyse des donn;es :ualitati+es, l'on)eut d'abord souli.ner :u#elles ont ;t; re*ueillies H l'aide de LO .rou)es de dis*ussion *o ,)os;s de)ersonnes auF /on*tions et)ositions di//;rentes H l'int;rieur de l'or.anisation. "es s;an*es ont ;t; ani , ;es en sui+ant une tra , e :ui se stru*turait autour des trois o=Je*ti/s (es :uisser le)ro/il du =ien->tre de l'or.anisation en se r;/;rant H sa)ro)re eF);rien*e, identifier les)riorit;s d'inter+ention et re*-er*-er des solutions)our les)ro=K , es ren*ontr;s) et leurs trans*ri)tions ont ;t; analys;es H l'aide du soft1are T-"a= ("an*ia, 2006), un lo.i*iel *onstitu; d'un ense , =le d'outils statisti:ues et lin. uisti:ues :ui ont)er, is d'identifier les tra , es)rin*i)ales)r;sentees dans les t#tes et d'#F)lorer leurs relations r;*i)ro:ues. "a r;/#Fion sur le =ien->tre de l'or.anisation a ;+o:u; des t-< , es tr<s +ari;s (la Justi*e or.anisationnelle, la)nurie des ressour*es, l'in*ertitude li;e H l'a+enir)ro/essionnel, la :ualit; des relations a+e* les *oll<.ues et les)atients, la /ati.ue)-ysi:ue et la /ati.ue , entale, la satis/a*tion au tra+ail) et l'analyse t-; , ati:ue des *ont#tes ;l; , entaire, en)arti*ulier, a su. . ;r; la)ossi=ilit; d'identifier siF *usters (Fi.ure) :ui /ournissent, en , > , e te ,)s, une des*ri)tion synt-;ti:ue des donn;es re*ueillies et des indi*tations H sui+re a/in d;l=or#er des)rolets d'inter+ention *ali=r;s sur les di//;rentes .rou)es de su)ets et sur leurs di//;rentes sour*es d'insatis/a*tion .

Pour *e :ui *on*erne les ;ta)es su**essives de la re*-er*-e-inter+ention, on est en train, d'un *et; , d;l=or#er un)lan de *-an.e , ent or.anisationnel :ui)r;+oit des inter+entions sur les reles, la stru*ture, la *ulture et les)ro*essus or.anisationnels et, de l'autre, d'ad , inistrer auF)atients de l'-(e)ital un :uestionnaire sur la :ualit;)erDue du ser+i*e a/in d;l+aluer la)orr;lation entre les s*ores , oyens auF ;*-elles du &\$@ l et *euF relati/s H la satis/a*tion des utilisateurs.

"e *luster se *ara*t;rise)ar des ,ots-#l;s :ui d;*ri+ent une situation d'insatis/a*tion , ar:u;e)ar ra))ort H la di , ension de la Justi*e or.anisationnelle. "es ,ots-#l;s :ui *ara*t;risent le *luster 2,)ar *ontre, ren+oient)lutet H la :outidienet; du tra+ail et auF relations :ui se d;roulent au ni+eau du .rou)de tra+ail: il se , =le :ue, si les relations -ori)ontales sont *onsid;res)ositives et *olla=oratives, *elles +erti*ales soient sou+ent le t-;d)tre de dis)utes. "a di , ension relationnelle est i ,)ortante)our la *o ,)r;-ension des re)r;sentations +; -i*ul;s)ar le *luster 6 aussi. Dans *e *as, *e)endant, il se , =le :ue l'attention se /o*alise sur une re)r;sentation du =ien->tre de l'or.anisation dont le sens)eut >tre retrou+; H l'int;rieur des relations :ui se d;roulent entre les)ro/essionnels de sant; , les)atients et leurs /a , illes. "e *luster A se *ara*t;rise)ar des ,ots-#l;s :ui d;*ri+ent le ressenti , ent des)ro/essionnels :ui,)eut >tre)ar*e :u)ils tirent leur , otiation de /a*teurs e)trins<:ues ou =ien)ar*e :u)ils ont d;sin+esti leur a*ti+it; ,)ensent :ue le =ien->tre et la sta=ilit; ;*ono , i:ue *oin*ident. "e *luster E se *ara*t;rise)ar la *o ,)araison de la situation a*tuelle de l'-(e)ital a+e* *elle du)ass; et)ar =eau*ou) de r;/;ren*es H la)lus . ;n;rale situation so*io)oliti:ue italienne : le re.ret du)ass; s'a**o ,)a.ne H l'insatis/a*tion relative auF endroits ;*ono , i:ues des derni<res ann;es :ui ont *o ,)ort; la r;du*tion des ressour*es -u , aines et , at;rielles. Pour *on*lure, le *luster K se *ara*t;rise)ar des ,ots-#l;s :ui tra*ent une re)r;sentation du =ien->tre /o*alis;e sur la satis/a*tion)ersonnelle: son)ro)re tra+ail est *onsid<re *o , , e sour*e de .rati//*ation , > , e sill i ,)li:ue une *ertaine /ati.ue.

B2652* .), +%2&

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A+allone, F., ? Pa)lo , atas, A. (200E). *Salute organizzativa*. &ilano: Cortina.

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L& +, '2&- ' 0*) 1, '&() , (+)B/ :&/ @' (:2, -' / &- 1 &:242-&

+,) L(2.2 "5*),¹



"a notion dia))rentissa.e des sa+oirs sa+ants)assant)ar les sa+oir)ro/anes (5.-". "e 7rand) est lar.e , ent relat; dans les)u=li*ations s*ienti/i:ues. Dans le *adre de la relation , ;de*in)atient, elle a ;t; *onstat;e)ar @.

#n /ait l'initiati+e de d;+elo))er l'utilisation d'usa.ers-eF)erts et)atients /or , ateurs, a ;t; entre)rise)ar les an.lo)-ones (%o+a*k 222). Ainsi, au d;=ut des ann;es 20 on trou+e des)atients /or , ateurs +i+ant a+e* des , aladies *-roni:ues i ,)li:us dans di+erses /or , ations en soins in/ir , iers,)ara , ;di*aales,)uis dans les ;*oles de , ;de*ine, dans les uni+ersit;s de s*ien*es so*iales ou de droit.

Ce *on*e)t a ;t;)ar la suite d;+elo));)ar le %@S :ui or.anise aujourdi-ui /r;:ue , , ent des /or , ations diensei.ne , ents dans le *adre d'un)ro.ra , , e sur le)atient eF)ert, de)rofessionnels de sant; dans le de do , aine de la sant; , entale ('kkos 200A). Ces dispositi/s sont issus du)re , ier)ro.ra , , e d';du*ation *onduit)ar des)atients H l'uni+ersit; de Stan/ord auF 9SA (3."ori.. 2ME, 222).

Ce)ro.ra , , e ;tait d;+elo));)ar des non)rofessionnels de sant; a+e* 3ate "ori., une in/ir , i<re, elle , > , e atteinte de sy ,)te , es entre autre *ardio-res)iratoire issus dlune , aladie . ;n;ti:ue ("a , aladie du .au*-er).

#n Fran*e, les ;*oles d'in/ir , i<res ont ; .ale , ent ra)ide , ent int ; .r; *e , ode d'ensei.ne , ent. A)artir de 22E, *est)ar le =iais de , ;de*ins . ;n;ralistes ensei.nants :ue li9ni+ersit; de !i*-at *o , , en*e H)r;+oir *e ty)e d'inter+ention lors de sessions de /or , ation *ontinue. Ces ensei.nants)rati*iens sont alors d; , unis lors:ue des toFi*o , anes)assent la)orte de leur *a=inet. De+ant le d;sarroi des , ;de*ins . ;n;ralistes. "bid;e leur +ient de /aire a))el H des)ersonnes *onnaissant dd l'int;rieur *e)ro=, e. 'l solli*ite alors les , e , =res de l'asso*iation %ar*oti:ues Anony , es. "a)ertinen*e de leurs inter+entions et l'int;rt :u)elles sus*itent, in*ite les insti.ateurs de la /or , ation H les int; .rer en 22L dans les *ursus d'ensei.ne , ents initiauF. 'ls inter+iennent ses derni<res ann;es selon deuF , odes : l'un dans un syst< , e de t; , oi.na.es sui+is d'un d;=at, ou)arti*)iant H un Jury , uldi-dis*)ilinaire ou de+ant des ;tudes de *as Jou;s)ar les ;tudiants euF- , > , es.

Cette d; , ar*-e se di+ersi)ie de)uis la /in du si<*le dernier *o , , e le d;*line une en:u)te de terrain non eF-austi+e e//e*tu;e dont deuF re*-er*-es ont ;t; , en;es et :ui s; ;tend. "a)re , i<re re*-er*-e , en;e en droit de la sant; a)er , is de)oser les Jalons l; .islati/s et les re*o , , andations :ui donnent une l; .iti , it; H *e ty)e de d; , ar*-e (Flora 200L).

"a se*onde en s*ien*es de l;du*ation tout au lon. de la +ie a)er , is dieF)li:uer)ar une a))ro*-e -istori:ue l; , er.en*e de ses nou+elles /i.ures et des nou+elles)rati:ues. #lle identi)ie les *onditions d; , er.en*e de)atients /or , ateurs)ar les :ualit;s sus*e)ti=les d; >tre un a))ort su=stantiel dans la /or , ation des soi.nants (Flora 200M).

Celles-*i sont d;*rites *o , , e tel :

- "tre en.a. ; dans une dyna , i:ue d'a**e)tation. 9n)ro*essus :ui lui)er , ette de +i+re les di//;rentes ;ta)es :ui le , <ne H . ;rer sa +ie en tant :ue)ersonne +i+ant a+e*. 9ne dyna , i:ue :ui lui)er , et de se doter de sa+oirs >tre.
- "tre *a)a=le de r;/leFi+it; §
- Pou+oir se ra*onter §

- "tre en *a)a*it; d';*outer et d'entendre. Ce :ui autorise la *a)a*it; H aller)lus loin :ue sa)ro)re eF) ;rien*e §
- Sa+oir tisser des r;seauF. Ce :ui ;+ite le *on/lit a+e* la s) -<re des)ro/essionnels de sant; et /a+orise une *olla=oration a+e* euF §
- Pou+oir a) rendre des autres et *o , , uni:uer des)ro=l; , ati:ues *o , , unes, sans :u'elle ne +i+e ou niest)as ou n'est)as /or*; , ent +; *ue *es ;+<ne , ents §
- "tre *ons*ient :ue *ette eF) ;rien*e)eut en aider un autre, , ais :ue *ela n'est en au*un *as syst; , ati:ue, uni+ersel.

9n se*ond +olet *onsistait H identi/ier la , ani<re de trou+er les)ersonnes +i+ant a+e* une eF) ;rien*e :ui)uissent a+oir ou >tre en *a)a*it; de d;+elo))er ses :ualit;s.

"e , lieu asso*iati/ est le terreau de *es)atients /or , ateurs. #n /ait)ar les ;* -an .es, l'entraide l'in/or , ation et la /or , ation :ue *elui-*i a))orte il est un terrain /a+ora=le.

'l d;+elo))e un *li , at ou s'a*tionnent)ar les di//;rentes a*tions les t- ;ories telles :ue:

- "a *o-/or , ation et la /or , ation)ar les)airs §
- "a t- ;orie de l'a))rentissa .e §
- "a t- ;orie de l'a*tion raisonne , ent §
- "a t- ;orie de la di//usion §
- "a t- ;orie de l';du*tation)arti*i)ati+e §

Ces derni<res ann;es en Fran*e, dans le)olon .e , ent des re*o , , andations de l'\$&S :ui)ro)osent de)la*er le)atient, l'usa .er au *entre du dis)ositil/ de soins, des +oiF se sont ;le+;es)ar , i les institutionnels)our)ro , ou+oir dans *ette id;e. "ydia 0ald<s de la Dire*tion 7 ;n;rale de la Sant; eF)li:uait en 200K au Foru , des asso*iations de , aladies rares :

Z La Direction Générale de la Santé souhaite promouvoir, à l'instar d'initiatives prises pour certaines maladies chroniques, comme la polyarthrite chronique de l'adulte, la notion de "patient formateur". Ces patients formateurs sont des malades spécialement formés pour transmettre une formation aux étudiants en médecine. Ces initiatives sont très appréciées par les étudiants qui ont ainsi une autre vision que celle du seul professionnel de santé. Les associations de patients ont un rôle important à jouer à ce niveau [(Antonini, 200K).

Sur le)lan l; .islati/, une nouvelle loi donne un)eu)lus de)oids H *ette orientation. #n e//et, la loi n" 2002-ML2 de 5uillet 2002 dans la loi)ortant r;/or , e de l@e)ital et relative auF Patients, H la Sant; et auF Territoires (loi autre , ent intitul; e @PST) H ins*rit dans le , ar=re le d;+elo))e , ent d'a*tions d; du*tation t- ;ra)enti:ue :

« L'éducation thérapeutique s'inscrit dans le parcours de soins du patient. Elle a pour objectif de rendre le patient plus autonome en facilitant son adhésion aux traitements prescrits et en améliorant sa qualité de vie. Elle n'est pas opposable au malade et ne peut conditionner le taux de remboursement de ses actes et des médicaments afférents à sa maladie [.

Par la /or , ation des soi .nants, il est n ; *essaire de)oursui+re les *-an .e , ents diattitudes, de *o ,)orte , ents et de ty)es de *onnaissan*es de , ;de*ins :ue *e soit dans le *adre de *ursus initiauF ou de /or , ation)ro/essionnelle *ar)our)ou+oir *o , , uni:uer a+e* l'autre, il est n ; *essaire de)ou+oir entrer dans Z son , onde [, de /aire *onnaissan*e a+e* leurs re)r ;sentations. \$r)ar le sa+oir eF) ; rientiel :ue d ;li+rent ses)atients /or , ateurs, il est)ossi=le d)a) r ; -ender *ette s) -<re /a*ilitant ainsi les nou+elles a))ro* -es du soin,)arti*ulicre , ent dans les , aladies *-roni :ues et les nou+eauF , auF de la so*i;t ; :ui rel<+e de la sant ; .

B2652* .), +%2&

%o+a*k D.@., ? Al (222), Tea*-in. , edi*al inter+ie1in.: a =asi* *ourse on 'nter+ie1in. and t-e)-ysi*ian-)atientrelations-i). Ar* -i+es ol 'nternational &edi*ine, E2, M 6- M20.

'kkos, *Engaging patients as teachers of clinical interview skills, Psychiatric Bulletin (2003) , 27, 312-315, 2003*

"ori. 3. et al., (2ME) \$ut*o , es ol sell -el) edu*ation /or)atients 1it- art-ritis& Art-ritis and (-eu , atis , 2M(K):KMO-KME.

"ori. 3. et al. (222), C-roni* Disease Self-&ana .e , ent Course "eader&s &annual, Stand/ord Patient #du*ation (esear* - Centre: Palo Alto, CA.

Flora ". (200M), *Le patient formateur auprès des étudiants en médecine, de la contextualisation à l'intervention socio-éducative*, Saint-Denis, 9ni+ersit; Paris M: 9F (: S*ien*es de l ;du*ation et)sy*-analyse.

Flora ". (200L), *Le patient formateur auprès des étudiants en médecine*, Saint-Denis, 9ni+ersit; de Paris M: 9F (: Droit de la sant ; .

F. Antonini (200K), *Les "patients formateurs*, Fondation 7rou)a , a, -tt):_111./ondation.rou)a , a.*o , _sante_de*ou+rira*tualite_lettres_rderlar/ondation_la_lettre_rderlar/ondation_rnu , ;rorL_-22_.alleryr/iles_site_E6_K0_ K.)d/ (Derni<re + ;ri/i*ation le 2 Jan+ier 20 0)

. Souet ? ".Flora (dir.) (2002), *L'usager-expert : la part de savoir des malades dans le système de santé*, Prati:ues de /or , ations : Analyses, %"EL_EM, uni+ersit; Paris M.

LLI - /'2' (' W , 55* - +* () 5 , S , - '@ M& - ' , 5&

+ ,) M ,)2& L , 1 6&)'1 & M ,)2& V2 , & - &1



"l'WS& est une asso*iation :ui a)our o=let de rasse , =ler les a*teurs du *-a ,) de la sant; , entale en +ue de soutenir une r;/leFion)er , anente sur les)ro=; , ati:ues, les)rati:ues et les initiati+es dans le *-a ,) de la sant; , entale, de)arti*i)er H la)ro , otion de la sant; , entale de la)o)ulation, et de tra+ailer les :uestions ;t-i:ues :ui tra+ersent le se*teur.

#lle *onstitue un or.ane)er , anent de *on*ertation (trans-se*torielle et trans-r;.ionale) et de re*-er*-e (interdis*i)linaire) autour des :uestions de sant; , entale en Wallonie.

"es , e , =res *onstituti/s de l'WS& sont des /;d;rations, re)r;sentant les a*teurs en sant; , entale et leurs)artenaires. 'ls se r;)artissent en siF *at;.ories : les stru*tures -os)itali<res, les stru*tures inter , ;diares (nota , , ent les -e)itauF de)our), les)lates-/or , es de *on*ertation r;.ionales, les stru*tures)sy*-o- , ;di*o-so*iales et inter+enants de)re , i<re li.ne (, aisons , ;di*ales, *entres de)lannin. /a , ilial, i) , les usa.ers et /a , illes et les stru*tures a , =ulatoires.

"es , issions de l'WS& sont les sui+antes : in/or , ation_*o , , uni*ation, a))ui, re*-er*-e, *on*ertation, o=ser+atoire. A/in de d;+elo))er *es , issions l'WS& dis)ose de di//;rents outils, H sa+oir : un *entre de do*u , entation, un) ;riodi:ue, les tra+auF , en;s)ar les *-er*-eurs, des .rou)es de tra+ail, ta=les rondes, s; , inaires, *ollo:ues et *on/;ren*es, une ne1sletter, i

"es)er , anents :ui *o ,)osent l;:ui) se r;)artissent entre un)ele *o , , uni*ation ^ in/or , ation, un)ele re*-er*-e, le se*r;tariat et la dire*tion.

P ,)'& - ,)2 , ' / +)2 ; 25@ . 2@ /

"a ri*-esse de l'WS& tient nota , , ent auF)artenariats)ri+il ; .i;s :u)elle entretient a+e* les a*teurs en sant; , entale : les usa.ers, les)rofessionnels et les autorit;s de tutelle.

"es usa.ers sont)r;sents H l'WS& +ia la /;d;rations di)asso*iations di)usa.ers :ui les re)r;sente : Psytoyens. "a)arti*i)ation des usa.ers /ait l)o=let de di+ers tra+auF au sein de l'nstitut, :ui)ar ailleurs +eille H les i ,)li:uer au , ieuF H di//;rents ni+eauF. Cette +olont; siest)ar eFe ,)le traduite dans le *adre de l)or.anisation des #tats 7 ;n;rauF de la sant; , entale /in 200M.

Ces #tats 7 ;n;rauF se sont)en*- ;s sur le tra+ail en r;seau en sant; , entale, en)osant la :uestion de la)la*e des usa.ers dans les)rati:ues de r;seau. "es usa.ers ont)ris une)art a*ti+e dans la)-ase)r;)aratoire du *ollo:ue, et lors de la Journ;e en elle- , > , e. "l'WS& a a**o ,)a.n; un .rou)e di)usa.ers dans un tra+ail

¹ Institut Wallon)our la Sant; , entale

développement autour de la santé ; attribution de l'allopathie, en vue d'une représentation dans le cadre d'un des ateliers. Dans l'autre volet, nous avons organisé une série de ateliers [utilisateurs et /a, illes se réunissent au sein des ateliers, afin de garantir leur droit de vue soit réelle, entrepris en octobre, au sein des débats. Une utilisation est ; locale, entretenue en séance ;

Concernant ses rapports avec les autorités de tutelle, l'WS& interaction essentielle, entre avec la (; l'ion 1 allonne dont elle reçoit une subvention des autres niveaux de pouvoir en Belgique ; tant le / ; d ; ral et le *o, , un autre. Des subventions ; locale, entre ; , avec de *es autres interlocuteurs ou de (#uro) e, et)er, entre H l'WS& de (; +elo))er d'autres volets. " l'WS& est a ; en ; H) ; senter des re*o, , andations issues des r ; /eFions et tra+auF, en ; s en son sein.

#n/in, l'WS& travaille avec les professionnels, toutes *at ; .ories *on/ondues et tous se*teurs *on/ondus (sant ; , entale et)artenaires du r ; seau). "es)ro/essionnels sont i ;)li : u ; s dans les .rou)es de travail ; is en)la* e au sein de l'WS&, dans les)ro*essus de re*-er*-e ; ils sont in+it ; s auF ; + ; ne, entre or .anis ; s)ar l'WS& ; ils sont tenus in/or ; ; s de l'a*tualit ; du se*teur ; ils ali ; entent la r ; /eFion soutenue H l'WS&.

Par ; i *es)ro/essionnels, une *at ; .orie o**u) e une)la* e)arti*uli<re, H savoir les ser+i*es de sant ; , entale (SS&). "l s'a.it de structures a ; ulatoires ; ui,)ar une a)ro*-e)luridis*)linaire, r ;)ondent auF di//i*ult ; s)sy*-i : ues de la)oulation du territoire ; u'ils desservent. "ls d ; +elo))ent des ; sions . ; n ; ralistes et,)ar/ois, des ; sions s) ; *i/i : ues.

LL, ++ (2, (> SSM

Dans le cadre d'une subvention /a*ultative, la (; .ion 1 allonne *on/ie H l'WS& une ; sion d'a) ui auF ser+i*es de sant ; , entale (SS&). "e nouveau d ; *ret du OA avril 2002 r ; .issant les SS&)r ; oit : uel : ues *-an .e, entre dans l'or .anisation et le /on*tionne, entre des ser+i*es. Ces derniers ont nota ; , entre deoir ; la=orer un)rojet de ser+i* e de sant ; , entale (PSS&), ; ui *onstituera un des ; l ; , entre sur le : uel le)ouoir su=sidiant s'a) uiera)our leur a**order un a . r ; , entre H dur ; e ind ; ter, in ; e.

"e PSS& est un outil H)artir du : uel les ser+i*es sont a ; en ; s H : uestionner et H)r ; *iser les /inalit ; s et les o=le*ti/s ; u'ils)oursui+ent, et leurs ; odalit ; s de /on*tionne, entre. "l o//rira ; .ale, entre une ; eilleure +isi=ilit ; auF ser+i*es, en +alorisant leurs s) ; *i/i*it ; s.

Ce PSS& a ; t ; ; la=or ;)ar la (; .ion 1 allonne, en *on*ertation avec l'WS& et les a*teurs de terrain. Des .rou)es de travail ont ; t ; ; is en)la* e H *ette /in, et ont a=outi H des re*o, , andations. Des de ; andes d'a) ui adress ; es H l'WS& ont ; .ale, entre ; t ; eF)ri ; ; es, afin d'aider les ser+i*es dans l'a=oration de leur)rojet.

Pour *ette ; sion d'a) ui, l'WS& se situe dans un aller-retour)er ; anent entre le terrain et le)oliti : ue.

Cet a) ui se *on*r ; tise)ar la ; ise H dis)osition d'outils sur le site internet de l'WS&, les)er ; anen*es t ; l ;)-oni : ues, l'or .anisation de /or ; ations H la .estion de)rojet. Celles-*i ont /ait ; ; er .er le sou-ait : ue soient ; is sur)ied des .rou)es de travail et d ; *-an .es des)rati : ues, nota ; , entre)ar ra) ort H la : uestion de la)arti*)iation des utilisateurs.

Afin de r ;)ondre au ; ieuF auF =esoins de la)oulation du territoire ; u'il dessert, *-a : ue ser+i* e est a ; en ; H r ; /l ; *-ir H son ins*)ri)tion dans son en+ironne, entre, en s'a) uyant sur des donn ; s so*io ; *ono ; i : ues, des

donnés sanitaires, et en se positionnant par rapport aux différentes structures de soins de santé; et de santé; , entale existant dans sa région.

Cette réflexion sur le contexte environnant s'assortit d'une confrontation avec les données; ; id; , isolées; (r)és au service.

"e d; *ret , et ; .ale , ent lia**ent sur la réflexion H , ener H)ros de la)la*er; ser+; e H l'usage au sein des services, *e :ui *onstitue une nouvelle donne pour les services, ainsi :ue sur l'i ,)ortance du travail en r;seau et les *onventions de)artenariat H ;ta=lir avec les intervenants du r;seau.

#n/in il est de , and; au service de soins*rire dans une dynamique ; :ue r; /lefi+e. 'ls +ont >tre a , en; s H r; aliser une auto-; +aluation de leur projet.

L&/ H (&'2* - / H (2 / & +* / & - ' P 5 LIWSM : , - / / , 12 / 2* - :L, ++ (2

"es différents *ontacts ris avec les services /ont ; , er. er une diffé*ult; r; *urrente ren*ontr;e)ar les ; :ui)es dans l'i=oration de leur projet : *o , , ent s; le*tionner les données *ontFuelles)ertinentes, *o , , ent s'i'en saisir, de , anire H *e :uelles /assent sens)our *-a:ue service C "i'WS& a un role H jouer au)r<s des SS& H *e niveau : *o , , ent les soutenir dans leur ins*ri)tion dans la *it; , *o , , ent les aider)ar ra)ort H la le*ture et l'eF)loitation de données statistiques C

#nsuite, l'WS& +a >tre a , en; H aider les services)ar ra)ort H la :uestion de la)la*er; ser+; e auF usagers en leur sein, en tenant *o ,)te du *ontFes) ; *i/i:ue du travail en SS&. "a)arti)iation des usagers se)ose d'i'une /aDon)arti*uli<re dans *es services a , ulatoires, dont les a*ti+it;s d; +elo)) ; es sont)our la)lu)art des *onsultations. 9n des ; l; , ents du projet de service)orte sur la)er*e)tion : uia le service des attentes et des =esoins des usagers. Cet ite , sus*ite =eau*ou) d'i)nter)ations dans les ; :ui)es, :ui inter)ellent r; .uli<re , ent l'WS& H *e sujet. "a :uestion sera don* , ise au travail H l'i)stitut.

#n/in, *o , , ent .arantir au , ieuF notre)osition d'i)nter/a*er, dans le sou-ait de /aire *ir*uler les in/or , ations et d'i)a**o ,)a.ner les SS&, en =onne arti*ulation avec l'authorit; :ui, elle, d; *ide des orientations et)ro*<de H l; +aluation des projets de service C #n)r; ala=le, l'WS& doit r; aliser tout un travail de *on/ian*er et +eiller H *e :ue soit r; *is; s les reles et r; r; .ati+es res)e*ti/s des di+erses instan*es en)r; sen*er. Cette)osition est H la /ois d; l'i*ate , ais ; .ale , ent)otentielle , ent ri*-e)our les différents)artenaires. g la /ois)ro*-e du terrain, tout en ayant un re*ul sullisant :ue)our)ou+oir ; la=orer les :uestions :ui se)osent, l'WS& est aussi un relais entre les services et le)ou+oir su=sidiant. 'l s'i.a.it de trouver une juste)la*er, en souli.nant les ; +entuelles diffé*ult;s, les)ro=l; , ati:ues ren*ontr;es et les initiati+es ; , anant de la)rati:ue des services, dans la)ers)e*ti+e de /aire ; +oluer l'ol//re de soins dans le *-a ,) de la santé; , entale, *o ,)te tenu de l; +olution des de , andes, des *ontFes et des ressour*es.

L&/ c 4, 0@/ :& +,)&- '/ d : , - / 5L@: (4, '2* - +*+ (5, 2)& F H (&5/
&- J& (> / *42* -+ *52'2H (&/ M

+,) G255&/ M* -4&, (1



"es)sy*-olo.ues *lini*iens ont d;/ini le)ro*essus de)arentalisation *o , , e ; tant *elui)ar le :uel des sulets de+iennent)arents. Aujourd'hui, le ter , e est)lus /r; :ue , , ent utilis;)our d;si.ner des)rati:ues destin;es H Z /a=ri:uer [des)arents a**e)ta=les ou =ien H les Z r;)arer [(re)arentalisation) selon des *rit<res d;/inissant i ,)li*ite , ent le Z =on)arent [.

"a)re , i<re a))ro*-e ; tait don* des*ri)ti+e et +isait . ; n;rale , ent H une)lus .rande r;/leFi+it; des sulets sur leurs)rati:ues ; du*ati+es, la se*onde est sou+ent)res*ri)ti+e et surd;ter , in;e)ar l'id;e :u'il eFisterait de Z =onnes)rati:ues [)arentales et de Z =onnes)rati:ues [d'a**o ,)a.ne , ent des)arents.

A)r<s une)re , i<re re*-er*-e *onsa*r;e H la *oo) ; ration entre)arents et ensei.nants dans l'institution s*olaire , en;e)our la Fondation de Fran*e (3@# ((\$9!' , 200M), une re*-er*-e so*io-*lini:ue institutionnelle ()renant la /or , e d'une re*-er*-e a*tion) a ;t; *onduite a+e* un , ou+e , ent d;du*ation)o)ulaire dont les , ilitants inter+iennent dans des dis)ositi/s d'a))ui H la)arentalit; (en)arti*ulier des Z *a';s de)arents [) dans des *entres so*iauF, des ;ta=isse , ents s*olaires et des asso*iations de)arents d;lk+es. "es o)ortunit;s ollertes auF , ilitants de l;du*ation)o)ulaire d'a.ir dans et -ors l; *ole, dans le *adre de *o , , andes o/li*ielles, sont aussi)orteuses de tensions)rati:ues et id;olo.i:ues. Celles-*i se , ani/estent *on*r<te , ent sur le terrain et leur analyse)er , et d'ien tra+ailler les di , ensions institutionnelles.

Cette *o , , uni*ation re)rend en)artie les *on*usions du ra))ort re , is en d; *e , =re 2002 au ter , e de la re*-er*-e a*tion : *Education populaire et parentalité. Comprendre et faire évoluer l'intervention des CEMEA sur les actions d'appui à la parentalité*. Ce tra+ail a ;t; , en; a+e* l'asso*iation territoriale des C#&#A (Centres d;#ntra'ne , ent AuF & ;t-odes d;#du*ation A*ti+e) de Pi*ardie et le soutien /inan*ier de l'asso*iation nationale.

C& H (& 4L&/ ' H (L1')& +,)&-'

C'est l'en/ant :ui /ait le)arent. "i'arri+;e de l'en/ant)roduit le)arent et sa s*olarisation)roduit le)arent d;lk+e. "i'ant-ro)olo.ie et)lus lar.e , ent les s*ien*es so*iales nous ont , ontr; :ue le /ait d;tre re*onnu *o , , e)<re ou , <re d'un en/ant ne d;)endait)as n; *essaire , ent du /ait de lui a+oir donn; naissan*e. "es . ; niteurs ne sont)as n; *essaire , ent re*onnus *o , , e)arents. 'n+erse , ent, d;autres adultes)eu+ent >tre *onsid;r;s *o , , e

parents du fait de leur place dans les systèmes, des de parents. "Le statut de parent est un - ; no, <ne institutionnel plus : ue = iolo. i : ue.

Dans les ;ta=nisse, ents scolaires une di//;ren*e a))ara't *oura, , ent entre les Z parents d;|<+es [et Z les autres parents [. Par Z parents d;|<+es [, on d;si. ne le)lus sou+ent les parents ;lus)ar les Z autres parents [. Cette *at; . orisation distin. ue don* selon la)la*e : ue les parents)rennent dans l'institution scolaire, *est H dire selon la /or, e : ue)rend leur i,)li*ation scolaire.

Cette di//;ren*e entre Z parents d;|<+es [et Z autres parents [n'est)as seule, ent une di//;ren*e leFi*ale, elle)roduit aussi des e//ets *on*rets sur les relations : uïls entretiennent a+e* les ensei. nants et)lus lar. e, ent a+e* l;ta=nisse, ent scolaire. Certains parents non ;lus ne se sentent,)ar eFe,)le,)as *on*ern;s lors: ue les ensei. nants les in+itent H une Z r; union de parents d;|<+es [. "es *ouillises de *es ren*ontres donnent)ourtant auF a*teurs des o))ortunit;s relationnelles. C'est le *as lors: uïH l;bo**asion d'un *onseil d; *ole, une , <re de /a, ille)ose H l;ensei. nant de son en/ant des : uestions li; es H sa s*olarit;. Ces ;*-an. es se)roduisent dans les , ar. es des r; unions o//i*ielles. Cette relation)ri+il; . i; e a)our e//et , ; *ani: ue de rendre les Z autres parents [, oins +isi=les, , oins)er*e)ti=les)ar les ensei. nants.

De+enir Z parents d;|<+es [*est don* a* : u; rir une)la*e dans l'institution scolaire, une)la*e l; . iti, e , > , e si elle)eut >re *ontest; e, dis)ut; e +oire d; *r; di=ilis; e)ar d;autres parents ou)ar des ensei. nants.

"es C#&#A inter+iennent de)uis : uel: ues ann;es dans un do, aine d; sor, ais d; si. n; sous le no, d;Z a))ui H la)arentalit;. Cette d;si. nation a ;t; di//us; e)ar la *r; ation des (;seauF d;#*oute, d;A))ui et d;A**o,)a. ne, ent des Parents ((#AAP). #n r;)ondant auF de, andes : ui leur sont adress;es)ar des *oll<. es, des *entres d;ia*tion so*iale et des asso*iations de parents, les C#&#A ani, ent des Z *a/;s de)arent [()renant la /or, e de . rou)es de)arole entre parents) , ais aussi des Z soir;es jeuF [ou Z ateliers jeuF [of)arents et en/ants +iennent /a=ri: uer et_ou jouer ense, =le H des jeuF de so*i;t; dans l;en*einte de la stru*ture (*entre so*ial ou *oll<. e). Ces a*tions)eu+ent aussi)rendre la /or, e de r; unions d;in/or, ation sui+ies de dis*ussions (H)ros d;iali, entation, de so, , eil, d;addi*tion, d;internet , ais aussi H)ros de litt; rature en/antin).

L, 02. ()& : (c 6* - +,)&-' d

"es dis*ours li; s H la)arentalit; se d;+elo))ent en Fran*e de)uis les ann;es 2000. 'ls +; -i*ulent une re)r; sentation du Z =on)arent [, *elui : ui intera. it a+e* les institutions.

#n se dotant de dis)ositi/s destin; s auF)arents, les ;ta=nisse, ents tentent de les *on+ain*re de leur)ro)re utilit;. "e Z =on)arent [(a**e)ta=le +oire d; sira=le) est *elui : ui intera. it a+e* les)ro)essionnels, les ;ta=nisse, ents et)lus lar. e, ent les institutions. "e Z tr<s =on)arent [est *elui : ui se re*onna't *o, , e , e , =re de l'institution, *o, , e le /ont les Z parents d;|<+es [;lus. &ais nous sa+ons aussi : ue l; *art est /ai=le, auF yeuF des)ro)essionnels, entre le Z tr<s =on [et le Z tro) =on [)arent.

9ne autre *ara*t; risti: ue du Z =on)arent [est l;autono, ie, notion : ue , entionnent les teFtes o//i*iels (dont la C-arte des (#AAP) et H la: uelle s;int; resse la litt; rature so*iolo. i : ue de , ani<re *roissante. "l;autono, ie du

parent est d; sor, ais re: uise *o, , e *ondition H la: uelle il)ourra >tre aid; , soutenu, a))uy; (*es ter, es n;ayant)as eFa*te, ent le , >, e sens). "es)oliti: ues dites d; assistan* e ont d; sor, ais , au+aise)resse. "e)arent, d; sor, ais *onsid; r; *o, , e un)artenaire auto no, e,)eut alors >tre aid; dans sa d; , ar* -e, dans son)rolet. 'nsensi=le, ent, les)ro/essionnels)assent de l; assistan* e au Z *oa* -in. [. Ce ren+erse, ent n;est)as ane*doti: ue, il ren+oie /inale, ent le)arent H sa)ro)re res)onsa=ilit; .

"a troisi<, e *ara*t; risti: ue du Z =on)arent [, d; /ini)ar les)oliti: ues ; du*ati+es et)lus lar .e, ent les)oliti: ues so*iales, *on*erne sa res)onsa=ilit; (so*iale, ais aussi juridi: ue).

Au total, le)arent doit don* >tre intera*ti/, auto no, e et res)onsa=le. 'l doit assu, er les *ons; : uen*es de ses a*tes, ais aussi *elles des a*tes de ses en/ants. "e /ait de ne)as)ar+enir H assu, er un ra))ort d; autorit; +is- H+is de ses en/ants est d; sor, ais une /aute du)oint de +ue de la r; .le, entation, ais aussi, dans *ertains *as, du)oint de +ue de la loi. Si le)arent est res)onsa=le, il doit >tre *onseill;)ar des)ro/essionnels dont le rele a *-an.; (S#"#"#%#T, 200L) (FA!"#T, 200M). Sur *e)lan, les dis)ositi/s +isent H lui d; li+rer des in/or, ations *on*ernant ses droits et ses de+oirs)rennent une)la*e de)lus i,)ortante.

&ais le)arent, o=let de *ette)oliti: ue, n;est)as aussi)assi/ : uil y)ara't, il r; siste de di+erses, ani<res (&\$%C#A9, 2002a.).

LL2- 'E); &- '2* - : & 5LE: (4, '2* - +*+(5,2)&

(;)ondre auF de, andes des)ro/essionnels et des =; n; +oles Z de terrain [)our i,)li: uer les)arents dans les institutions s*olaire et d; a*tion so*iale)er, et auF, ilitants C#&#A d; >tre en a**ord a+e* les orientations de l; #du*ation)o)ulaire.

%e)as +ouloir a. ir sur les)arents de, ani<re)res*ri)ti+e et ne)as +ouloir e//e*tuer de sui+is indi+iduels (*e : ue sou=itent)ourtant *ertains ; ta=isse, ents), *i est re/user : ue *ette i,)li*ation ne soit nor, alis; e dans sa (=onne C) /or, e. Fa+oriser au *ontraire la di, ension *olle*ti+e de l; a*tion et de la r; /leFion, *i est in+estir les dis)ositi/s d; a))ui H la)arentalit; *o, , e des es)a*es de Z/or, ation *itoyenne [. Ce /aisant, *i est H la /ois s; ins*rire dans une)oliti: ue /a, iliale : ui, et a*tuelle, ent l; a**ent sur l; auto no, isation et la res)onsa=ilisation indi+iduelle (&\$%C#A9, 2002 =.) et la d; tourner en)artie en y /aisant inter+enir des)rati: ues et des +ateurs da+anta. e tourn; es +ers l; a*tion *olle*ti+e. "es, ilitants C#&#A en. a. ent ainsi, dans les dis)ositi/s ; tudi; s, un ense, =le de *o,) ; ten*es et de +ateurs *onstitu; au /il d; ann; es dieF) ; rien*es dans di+ers autres situations et *onteFtes.

"eurs eF) ; rien*es)ro/essionnelles (d; ensei. nants)our la)lu)art), eFtra-)ro/essionnelles (dire*tion de *entres de +a*an*es, /or, ation d; ani, ateurs, /or, ation d; ensei. nants, eF)ertise en)oliti: ue ; du*ati+e lo*ale i) leur ont)er, is de *onstruire des *o,) ; ten*es dans l; la=oration et l; ani, ation de dis)ositi/s *olle*ti/s de r; /leFion et d; a*tion.

"i a))el de)ro/essionnels H des, ilitants de l; #du*ation)o)ulaire n;est)as anodin. Co, , e *ela a ; t; dit lors des tra+auF de terrain, ais aussi lors des deuF s; an*es de restitution, *es, ilitants sont)erDus *o, , e)oss; dant des *o,) ; ten*es : ue ne d; tiennent)as les)ro/essionnels Z ordinaires [. "a di//i*ult; *roissante H

\$u Z/or, ation H la *itoyennet; [selon les, ots des, ilitants C#&#A.

Z tou*-er [les)u=li*s +is; s)ar les)oliti:ues)u=li:ues se , =le n; *essiter un re*ours H des indi+idus :ui ne se d;/inissent)as seule , ent)ar leurs i ,)li*tations)ro/essionnelles. "es eF); rien*es de *es derniers, en)artie *onstruites en de-ors +oire en o))osition interne auF or.anis , es ;tati:ues, ont ;t;)ro.ressi+e , ent ;la=or; es de , an+re *olle*ti+e dans des , ou+e , ents (i*i les C#&#A) euF- , > , es tra+ers; s)ar des *on/lits ; +oluti/s. Ces eF); rien*es)ass; es et)r; sentes leur)ro*urent une distan*e *riti:ue dans la *onduite des dis)ositi/s.

Au *ours de la re*-er*-e-a*tion nous a+ons *onstat; :ue les de , andes adress; es auF C#&#A)ar les res)onsa=les de *oll<. es, de *entres so*iauF ou d'asso*iations de)arents ;taient da+anta.e stru*tur; es)ar une +olont; de nouer ou de renouer des relations sui+ies a+e* les usa.ers ()arents d;|k+es ou)arents du :uartier :ue)ar l'aide te*-ni:ue H la .estion des a*ti+it; s elles- , > , es. Si les *o , , andes eF)li*ites *on*ernent =ien l'a))ui H la)arentalit; , les de , andes)lus i ,)li*ites ren+oient da+anta.e H une , ;diation H e//e*tuer)our atteindre un)u=li* insu//isa , , ent)r; sent, r; a*ti/ et intera*ti/.

Fa+oriser la s*olarit; de l'en/ant ou soutenir la)la*e du)arent se , =le alors se*ondaire ou)lutet sou , is au)r; ala=le d;un ra))ro*-e , ent des)arents a+e* les institutions. 'l sia .it don* d;ia .ir sur les i ,)li*tations)arentales dans des institutions :ui sont aujourdi-ui , oins identi/a=les :u; -ier H des or.anisations auF *ontours et auF stru*tures *laire , ent d; li , it; s.

"es)-; no , <nes d;eFternalisation di , inuent le)oids des in/rastru*tures or.anisationnelles et ;tendent les ra , i/i*tations institutionnelles =ien au-delH de l'or.anisation. "es or.anis , es (*o , , e *euF d; du*ation)o)ulaire) auF:uels est d;|; .u; e la , ise en hu+re de *ertaines a*tions ;tati:ues sont)la*; s en situation d;Z auto no , ie *ontrel; e [)ar ra))ort au /inan*eur. "a r; sistan*e H la dissolution de l;#du*ation)o)ulaire (*o ,)rise *o , , e ;du*ation Z du)eu)le)ar le)eu)le [) dans une)oliti:ue .ou+erne , entale de res)onsa=ilisation des)arents (:ui su))ose a))ui , ais aussi san*tion de *es derniers en *as de , an:ue , ent) *onstitue alors un enjeu so*io-)oliti:ue d;bi ,)ortan*e.

!ien :ue li , it; e H :uel:ues dis)ositi/s, notre in+esti.ation so*io-*lini:ue , ontre :ue les)arents :ui)arti*)ent auF a*tions sont d;a=ord)erDus)ar les , ilitants C#&#A *o , , e ;tant des Z *itoyens [et se*ondaire , ent *o , , e ;tant des)arents². Ces *itoyens auto no , es et res)onsa=les , :ue l;#du*ation)o)ulaire +ise traditionnelle , ent H /or , er)ar des d; , ar*-es *olle*ti+es, ne *orres)ondent)as eFa*te , ent H *es Z=ons)arents [)ro , us)ar les)oliti:ues /a , iliales d;aujourdi-ui.

B2652* .) , +%2&

FA!"#T, Do , ini:ue, Z "b; , er.en*e de la notion de *parentalité* en , lieu(F))ro/essionnels(s) [, *Société et Jeunesse en Difficulté*, n"E, 200M. -tt):_seled.re+ues.or .indeFAEA2.-t , l

3@#((\$9 !' , &artine (dir.), *Des parents dans l'école*, (a , on+ille, # (#S, 200M.

& \$%C#A9, 7illes, Z "busa.e du *on*et de r; sistan*e)our analyser la *oo);ration des)arents d;|k+es a+e* les ensei.nants dans l'institution s*olaire. [, *Nouvelle revue de psychosociologie*, n" L, 2002 a.,)). E - KE.

& \$%C#A9, 7illes, Z "indi+idualisation *ontre l;indi+iduation C [, *Diversité*, n" EL, 2002 =.,)). 6E-E2.

S#""#%#T, Cat-erine, *La parentalité décryptée. Pertinence et dérive d'un concept*, Paris, "b@ar , attan, 200L.

#n r;/ren*e auF , ;*anis , es d;*rits)ar !;atri*e A))ay)our le do , aine industriel: *La dictature du succès. Le paradoxe de l'autonomie contrôlée et de la précarisation*, Paris, "l@ar , attan, 200E.

² Dans l'une des a*tions, *ertains)arti*)ants ne sont d;ailleurs)as)arents et *ela ne)ose)as de)ro=k , e H l;inter+enante C#&#A.

DL&'L/ 053E F A /3/'& 1 :2)&4'&: - *' * -53 '* +)* 1 *'& '%& A&556&2- .
 , ' /4%* *5 , - : 2- ,55 '%& /3/'& 1 / ,)*(- : 2' 6 (' ,5/ * ' *)&: (4&
 /4%* *5 :2/+&)/2* - , - : '%& +* '&- '2,5 -&. , '2;& +/34%*5* .24,5
 4* - /&H(&-4&/ *0 '%2/

63 A-'* -2* R&/'*)2¹ R* 1 , - * S(+&)4%²² B,)6,) , B,5&/') ,³ G2, - , - :)& , B*)&55²³
 G,6)2&5& C, /&55²³ M24%&5, D,55,) * 1 , -2- ,³ C)2/'2, - , D& S&- /2³ #&- -20& " ,2&'²³
 " , -4&/4, G2,4*66²³ V,5&- '2- , N(4&),³ & M,) '2- , B&- , <<²⁴



&any *ountries -a+e to deal 1it-)ro=le , s 1-i*- arise /ro , edu*ational-s*-ool =a*k.rounds. W-at is t-e
)osition o/ t-e)sy*-olo.ist in t-ese *ontefTs and t-ere/ore 1-at =a*k.round do t-ey -a+e C
 'n 2LE t-e s*-ool)sy*-olo.ist sto))ed 1orkin. inside t-e s*-ools to enter t-e national -ealt- syste , as a
 *lini*al eF)ert earnin. A0b , ore. Sin*e t-en t-e s*-ool -as /elt de)ri+ed o/ an i ,)ortant edu*ational-
)sy*-olo.i*al *o ,)eten*e in its inner syste , . Durin. t-e /ollo1in. years t-e s*-ool -as tried to kee) in *onta*t
 1it- t-e)sy*-olo.ists 1orkin. in t-e)u=li* -ealt- syste , § un/ortunately t-ey -ad de*ided to only s)eak t-e
 lan.ua.e o/ t-e *lini*al)sy*-olo.ist so t-e *o , , uni*ation -as =e*o , e , ore and , ore *o ,)li*ated.
 T-e)resen*e o/ an edu*ational)sy*-olo.ist at s*-ool is 1ides)read all o+er #uro)e.
 Alt-ou. - t-e studies *on*ernin. t-e inter+ention o/)sy*-olo.ists at s*-ool *lai , t-at 'taly is t-e only *ountry not
 to -a+e t-is kind o/ resour*e at s*-ool, a s , all nu , =er o/ *ollea.ues are *alled /or -el) in situations t-at are
 si , ilar to t-ose o/ t-eir #uro)e an *ollea.ues, su*- as: orientation, a/le*ti+ity edu*ation, learnin. and =e-a+our
)ro=le , s, inter*ession =et1een students_tea*-ers) re+ention a.ainst dru. use\$ tea*-er and)arent trainin. and
 so on i
 T-e only di//eren*e 1-i*- is i ,)ortant to underline is t-at in so , e *ountries, like Fran*e, t-e M000)sy*-olo.ists
 1orkin. in s*-ools are)aid=y .o+ern , ent /unds, 1-ile t-e E00 'talian)sy*-olo.ists 1orkin. in s*-ools are)aid
 =y t-ose +irtuous s*-ools 1-i*- -a+e =een a=le to sa+e so , e , oney /ro , t-eir inner resour*es.
 ' =elie+e t-is *riti*al state in 'taly is due to t-e /a*t t-at)sy*-olo.ists are o/ten *alled] to 1ork at s*-ool at
 rando , , 1it-out any *oordination at a so*ial and)oliti*al le+el. 'n /a*t t-e /eelin. is t-at in 'taly 1e not only don't
 do enou. - /or t-e s*-ools =ut e+en t-e little 1e do is *arried out =adly.
 At t-e sa , e ti , e , -o1e+er ' -a+e t-e /eelin. t-at in so , e lays in all #uro)e an *ountries t-e s*-ool
)sy*-olo.ist's a*ti+ities are dis*onne*ted to t-e net o/ institutions around t-e s*-ools.

#Fe*uti+e Psy*-olo.ist-Psy*-ot-era)ist, res)onsi=le /or t-e)re+ention)role*t /or s*-ool dis)ersion \ "etis /ly]
² #Fe*uti+e Psy*olo.ist-Psy*-ot-era)ist, Coordinator o/ t-e So*ial-@ealt- ser+i*es o/ Par , a &ental -ealt- d)t.
^A Psy*-olo.ists o/ t-e)role*t "etis /ly
⁶ Ooluntary)sy*-olo.ist

The trend is to consider the educational system as a property instead of a development. The idea of a community system is composed of different social roles: school, family, health institutions, educational institutions, work, world, or, all or in/or, all associations.

All linear interventions of education are useful to achieve new teaching methods and to understand social changes and human growth better yet if we do not want to continue in an unorganized way that is required is an overall view that would connect the different social roles to take part in the development, part of a civil society.

Assume that these lenses would be formed by a system that is not just a piece of a system, but is located in a position like a junction in the network is able to see itself over the net.

Think there should be features in the system that are able to interconnect the inner school system and to develop effective and trustworthy styles of life for people that go into the system, surround it.

Inside the social health services there should be professional features that are able to connect treatment and rehabilitation to the different people that go into the system, the single person, family, friends system, the job, the school and the social health services. Is it a privilege of the community system? I could say so.

Inside the Italian health services a new effective feature that is responsibility has been introduced that the task to coordinate the sanitary interventions and the social ones.

The feature in the system is well interpreted as an interaction that the most representative social institutions in the local area such as the work, world, voluntary work, family associations, health and social services, and in particular the school.

Now local health authority in Parma there is this kind of feature and for the above coordination the role that started.

I would define "ethics" as Bateson would say: the connection structure, not as if it was a glue but as a net to be knotted. The systems that have been working on this role for many years now, have worked together to resolve the roles, so, draw the lens near and all this has been possible due to the fact that they are able to unite all the institutions involved.

Believe a community system, must be the whole community and not just a piece of the community. At the most we could, at the times and -el) the, to unite.

The system of "ethics" does not belong to the schools but supports the, in order to -el) the, to have different views for, inside and outside.

There is a certain amount of unsuitable educational treatment for the children of the primary and middle school that runs the risk of being organized into a curriculum. To be sure the teenagers and adults. It is referred to all the borderline situations of a normal and natural system, optional and relational difficulty of growth on one hand, and on the other hand a real development of growth.

It is a situation where the teachers find it difficult to enter because they think of not being suitable instruments so as do, partly correctly, the effects of the health services (children neuro-psychiatry), since there are often

-ildren 1it- learnin.)ro=le, s 1-i- *an still =e treated 1it-)sy*-o edu*ational instru , ent\$)artly 1ron.ly lea+in. t-is)la*e 1-en t-e s*-ool *alls t-e , /or -el)\$ t-e sa , e /or t-e so*ial edu*ational ser+i*e , e , =ers.

'/ 1e look at t-e /ollo1in. syste , - so*ial ser+i*es - s*-ool ^ /a , ily - 1e *an noti*e a la*k o/ e+en , ini , u ,)ro)ensity to \t-e aest-eti*s o/ *onne*tion] and)arti*ular *are /or t-e s-ado1 Gone, s)e*ial s)a*e /or su*- 1ork o/ inter*onne*tion.

T-e =eatin. -eart o/ t-e)role*t is t-e , eetin. =et1een *-ildren and adults (and t-eir /a , ilies) in a ne1 story o/ t-e *lassroo , .rou). T-e tea*-in. tea , is t-e , ost res)onsi=le /or t-e inter)retation o/ t-e story and .i+es it its di.nity =a*k\$ t-ey s-ould =e a=le to inter)ret t-e \noise] o/ t-e s-ado1 Gone and trans/or , it into understand=le \sounds]: at t-is sta.e it\$ t-e)sy*-olo.ists\$ turn\$ no1 t-e jo= is /or us:

*o=uidin. ne1 stories 1-ere t-e di//eren*es =e*o , e .ood o))ortunities\$ 1-ere t-e learnin.)ro=le , s , t-e =e-a+our)ro=le , s and t-e su=.rou) \out o/ tune] a* :uires)ertinen*e a.ain\$ =ut also 1-ere t-e)ro=le , ati* tea*-er isolated =y t-e tea , to.et-er 1it- -er_ is)ro=le , ati* *-ild (=e*ause t-e tea , o/ten , i , es /a , ily stru*tures) *an =e -el)ed to enter t-e tea , a.ain and =e trust1ort-y a.ain.

T-e e)iste , olo.i*al , odels underneat- our 1ay o/)ro*eedin. are essentially t-ree:

T-e T-eory o/ -u , an syste , s

/or t-e *on*e)t o/ syste , and relations-i)(s), and t-e o+er*o , in. o/ t-e)ri , ary)re+ention *on*e)t t-rou. - t-e)ro , otion o/ t-e 1ell=ein. and suita=le styles o/ li/e.

T-e *onstru*ti+is , and t-e so*ial *onstru*tionis ,

'n t-is /ra , e t-e reality is ne+er de/initely .i+en =ut 1e =uild it ste) =y ste) and t-e instru*tor task is also to understand 1-i*- are t-e intentions, and -o1 t-e , ind, 1-i*- *reates a *ertain edu*ational)ro*ess, 1orks.

Attention to t-e)ro*ess and not to t-e , odels.

T-is allo1 us to o=ser+e and take notes o/ our 1ay o/ 1at*-in. t-e reality, in*cludin. oursel+es in t-e a=o+e o=ser+ation.

Su* - a si.ni/i*ant)role*t 1orks only 1-en:

't is s-ared a , on. o)eratin.)roto*ols

't is inte .rated in t-e s*-ool ^area syste ,

't is , onitored and rede/ined in t-e syste , .

't 1orks 1-en it -el)s to *-an.e t-e *onteFt

\$n*e t-e *onteFt -as *-an.ed, t-e)role*t , ust =e *ali=rated a.ain.

T%&) *5& *0 4 *55&4'2 ; & &0024 , 43 2- , : J (/ ' 1 & - ' , - : +) * 65& 1
6&% , ; 2*) , 1 * - . 3* (' % 2 - 4* 1 1 (- 2'3-6 , / & : , 0'&) / 4% * * 5
+) * .) , 1 / F : & ; & 5 * + 1 & - ' , 5 1 * : & 5 / * 0 +) * 1 * ' 2* - , - : +) & ; & - ' 2* -

63 E 1 252& P. S 12' % 1 C% , 9& 1 , C ,) 1 , 49' G , ' % ,) 2 - & H3 - & / 1
D , - 2& 5 P&) 92 - / 1 & W , 3 - & O / . * * : 1



Children's sense of autonomy, belonging, competence, and positive peer influence, rise potentially important aspects of not only positive youth development, but also of adulthood (Anderson, 2002; Root, 2002; Larson, 2000) (a) aort, 2M § Vi , , er , an , 22E). This study evaluates the reliability and validity of self-report measures of children in elementary school. The newly adapted olle*ti+e e//i*a*y scale was found to be reliably reliable (al) -am.66 lit- 20 ite , s and .ME2 lit- K /inal ite , s). 9sin.)at- analyses across 2 waves of data, children's olle*ti+e e//i*a*y was found to be related to better adjustment (less anxiety and depression) and reduced smoking initiation, tobacco use, delinquency, and retention of role, behavior in school, unity-based school. (a) aort, 2M § Vi , , er , an , 22E).

B, 49.) * (- : , - : | - ') * : (4 ' 2 * -

Children's sense of belonging, competence, and positive peer influence are important to the influential aspects of positive youth development (Anderson, 2002; Larson, 2000; S, it-, 2000; Oandell ? S-u, o1, 222§ Oillaruel, Perkins, Jordan, ? 3eit-, 200A). The degree to which children, in general, possess sources of social support, feel a sense of belonging, unity, and effort in or, al social control in their school, unity are important (e, odied across the ultimate) lines of belonging, unity) sy* -olo.y , *ri , inolo.y , -u , an de+elo) , ent, so* iolo.y and) sy* -olo.y (C-a+is ? Wanders , an , 220§ Fursten=er., 22A§ (a) aort, 2M § Sarason, 2LK§ Vi , , er , an , 22E).

Collective efficacy, a more recent concept that has emerged in the past decade or so, is defined as the degree to which individuals feel able to act together, and confident in their ability to do so (Bandura, 2002). Research by Sarason, Bandura and Barlow (2002) demonstrated that collective efficacy in adults is an important moderator of crime and violence in poor, at-risk neighborhoods (Sarason et al., 2002). Research also investigated the relationship of adult collective efficacy to parenting practices. In a longitudinal study of rural African American parents, increases in collective efficacy were related to more authoritative parenting, which includes clear parental guidelines (outlined in the literature and supported by research) as well as to less peer deviance and delinquency among their youth (Simpson, Simpson, Hurt, Rody, ? Cutrona, 200E). 7 oddard

and *ollea.ues (7oddard, 200 § 7oddard, @oy ? @oy, 2000) /ound t-at *olle*ti+e e//i*a*y a , on.)u=li* -i. -s* -ool tea* -ers 1as related to student's a*ade , i* a* -ie+e , ent. 9n/ortunately, -o1e+er, tea* -er C# 1as lo1er in s* -ools 1it- , ore so*ioe*ono , i* disad+anta.e. T-us t-e *-allen.e =e*o , es t-e a=ility to de+elo) a sense of *olle*ti+e e//i*a*y a , on. t-ose 1-o are li+in. in less ad+anta.ed nei. -=or-oods.

To date, , u* - o/ t-e resear* - on *olle*ti+e e//i*a*y -as eFa , ined t-e i ,)a*t o/ adult *olle*ti+e e//i*a*y u)on yout- =e-a+ior 1it- +ery little, il/ any /o*usin. on yout-)er*e)tions o/ t-eir o1n sense o/ =elon.in. , *o , , unity, and e ,)o1er , ent. 'n instan*es 1-ere *-ildren's)er*e)tions o/ t-eir so*ial *)ital, i.e. nei. -=or-ood *o-esion and in/or , al so*ial *ontrol -a+e =een in*luded, t-ese *on*)e)ts -a+e =een /ound to =e related to *-ildren's , ental -ealt- (Drukker, 3a)lan, Feron, +an \$s, 200A). T-ou. - resear* - on de+iant and delin:uent)eers a=ound, 1ork /o*usin. on)ositive)eer in/uen*e is rare. #Fa , inin. t-e , eanin. o/ *olle*ti+e e//i*a*y /or *-ildren o/ di+erse ra*ial-et-ni* and so*ial =a*k. rounds , i. -t =e)arti*ularly ti , ely.

\$))ortunities to -el))ro , ote a sense o/ =elon.in. , en.a.e , ent, leaders-i), and in+ol+e , ent a , on. yout- are dee , ed i ,)ortant as)e*ts o/ yout- ser+in. settin.s (#**les ? 7oot , an, 2002§ "arson, 2000§ S , it-, 200LS 0andell ? S-u , o1, 222§ Oillaruel, Perkins, !orden, ? 3eit-, 200A). Furt-er, t-e 1ays in 1-i*- yout- are en.a.ed in out-o/s* -ool and re*creational o))ortunities -a+e =een /ound to =e related to =ot- t-eir)ositive de+elo) , ent and de*reased in+ol+e , ent in delin:uen*y (Cald1ell, 200E§ \$s.ood, Anderson, ? S-a//er, 200E§ \$s.ood, Wilson, !a* - , an, \$!&alley ? 5o-nson, 22K). \$ut-o/s* -ool ti , e and *-ildren's *onne*tedness in settin.s t-at ser+e t-e , a/ters* -ool , i. -t =e)arti*ularly salient to)ositive yout- de+elo) , ent. T-is study 1ill eFa , ine de , o.ra)-i*)redi*tors o/ *-ildren's *olle*ti+e e//i*a*y and its relations-i) to yout- adjust , ent and)ro=le , =e-a+ior /or yout- in *o , , unity-=ased a/ters* -ool settin.s.

M&'%* : *5* .3

Data 1as *olle*ted /ro , *-ildren , .rades se*ond to siFt-, in ele , entary a/ters* -ool)ro.ra , s. @al/ o/ t-e)ro.ra , s 1ere lo*ated in a s* -ool distri*t in Pennsylvania t-at 1as , ore ur=an and 1as *o ,)rised o/ L6)er*ent A/ri*an A , eri*an, M)er*ent "atino, and K)er*ent W-ite *-ildren 1it- L)er*ent o/ t-e *-ildren in t-e distri*t *lassified as e*ono , i*ally disad+anta.ed (eli.i=le /or /ree_redu*ed lun*-). T-e ot-er -al/ 1ere in a , ore rural area *o ,)rised o/ M0)er*ent W-ite *-ildren, 6)er*ent "atino, and 6)er*ent A/ri*an A , eri*an 1it- A6)er*ent o/ t-e *-ildren in t-e s* -ool distri*t =ein. eli.i=le /or /ree_redu*ed lun*-. Wa+e 1as *olle*ted in t-e /all and Wa+e 2 in t-e s)rin.. At Wa+e ME *-ildren)arti*)ated in t-e sur+ey and K at Wa+e 2§ a KAb retention rate indi*ative o/ t-e a=sen*es and attrition t-at o**ur in a/ters* -ool)ro.ra , s. 'n .eneral, t-e sa ,)le 1as al , ost e+enly distri=uted =y .ender, 1it- a)re)onderan*e o/ *-ildren in t-ird .rade, and a , ean a.e o/ 2.M years old.

Measures

Se+eral , easures 1ere used to .at-er in/or , ation /ro , *-ildren on t-eir o1n)er*ei+ed adjust , ent and =e-a+ior (e... anFiety, a. .ression, et*.) and t-eir *olle*ti+e e//i*a*y (i.e. =elon.in. and 1illin.ness to)ositive)ly in/uen*e)eers). T-e Stren.t-s and Di//i*ulties I uestionnaire (SDI) 1as used to assess *-ildren's adjust , ent and -as =een /ound to =e relia=le and +alid /or *-ildren as youn. as L years old (7ood , an, 22L§ &ellor, 2006). 't is

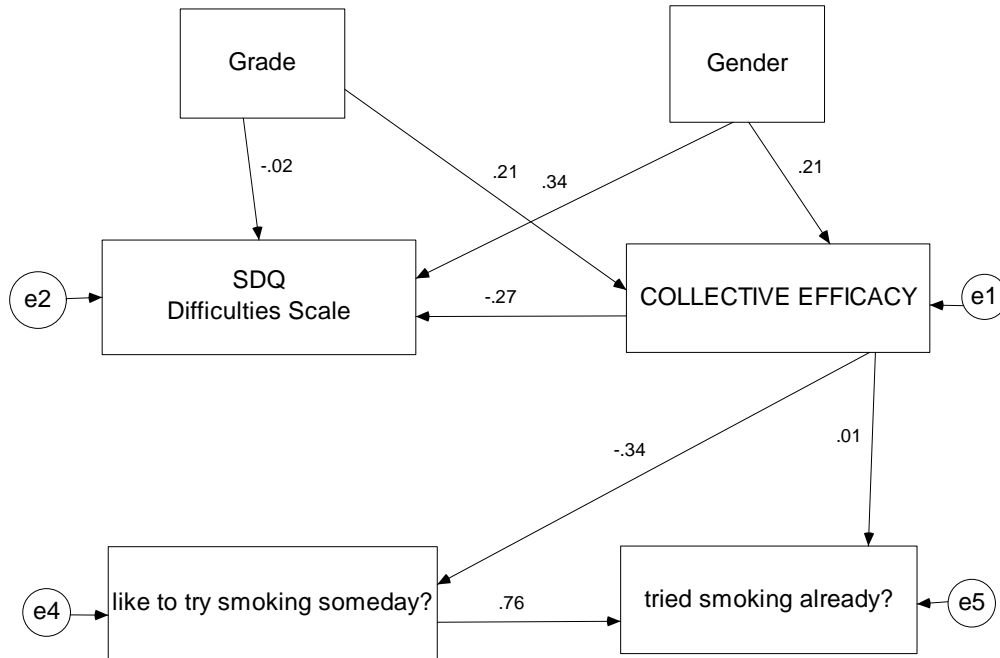
used of 2E questions grouped into five scales of E questions each, all rated on a 5-point Likert-type scale (Not True, Somewhat True, Certainly True). The subscales include: prosocial behavior, peer roles, sympathy, sympathy, sympathy, sympathy, sympathy, and conduct roles (Goodman, & Gerber, & Bailey, 200A). The internal consistency (assessed by Cronbach's alpha) of the subscales ranged from .81 to .91. The internal consistency of the total scale was .90. The Collective Teacher Efficacy Scale was adapted to measure children's collective efficacy (CTSE) (Toddard et al., 2000). Sample items include 'I can help my child in his/her school', 'I can help my child in his/her school', 'I can help my child in his/her school', 'I can help my child in his/her school', 'I can help my child in his/her school', 'I can help my child in his/her school', 'I can help my child in his/her school', 'I can help my child in his/her school', 'I can help my child in his/her school', 'I can help my child in his/her school'. The internal consistency alpha for this measure was .86. A subscale used to measure teacher and colleague beliefs (Teacher, Student, and Parent) (Farrington, 2002) and used in this study, assesses enactment in students by young children. The 2 items directly assess potential subscale use initiation include 'I often hear my child express a desire to try smoking, and I have already tried smoking'.

Analyses and Results

Initially, descriptive analyses were used to examine the extent to which variations in collective efficacy and adjustment roles due to gender, grade, and ethnicity. Secondly, structural equations modeling was used to examine the degree to which collective efficacy, various aspects of adjustment, and smoking initiation are related processes. The models include only the 16 children 10-14 data available at two waves and 2. At two waves and 2, girls exhibited statistically significantly higher scores on collective efficacy. Differences in collective efficacy by race-ethnicity, or grade were not detected. When examining differences in adjustment roles by gender, grade, and race-ethnicity, significant interactions were identified. At wave 2, females report more adjustment roles (a significant interaction). At wave 2, females report higher levels of adjustment roles (also statistically significant). No main differences in adjustment by race-ethnicity were detected.

Structural equations models were used to examine the interrelationships between our focal constructs of collective efficacy, adjustment, and smoking. In the longitudinal model wave 1 (baseline) - characteristics, collective efficacy (wave 1) is regressed on youth adjustment roles (SDI-wave 2) and smoking attitudes and behavior (wave 2). In this model, gender is related positively to adjustment roles and collective efficacy. Girls are more likely to report roles in adjustment, but they are also more likely to report that children influence each other positively in their afterschool hours. Further, the finding that children's collective efficacy also reports less positive attitudes towards experimentation with smoking, in turn is related to actual experimentation with smoking. When the temporal relationship of collective efficacy and smoking attitudes and behavior, this data supports a causal effect of collective efficacy on later attitudes towards smoking and initiation of smoking behavior. This model fit the data well demonstrated by the CFI and the (RMSEA indicated a better fit of the model to the actual data.

Thus, there is evidence that children who feel connected to their peers (social support), and feel that their behavior is positively influenced by others are more likely to demonstrate positive adjustment, less likely to have positive smoking attitudes and indirectly to report less actual smoking behavior.



Fit Index	Collective Efficacy Model
F ²	0.22(L), 0.0E
CFI	0.22
RMSEA	0.02L

Figure 1 – Longitudinal Empirical Model of Children’s Collective Efficacy (Wave 1), Adjustment (Wave 2), and Smoking Attitudes and Initiation (Wave 2)

P,)'242+, '*)3 ;2/ (,5 1 &'%* : /F 21 +524, '2* - / 0*) +), 4'24&

63 R3, - W* *5)34%1 & # (:2'% S2>/ 12'%1



Participatory visual methods are considered a powerful tool for facilitating the active participation and empowerment of research participants (Ayer, 2000). It is suggested that the approach can facilitate the individual development of research participants, providing a stimulus for reflection, self-expression and empowerment (S-a1 and Oertson, 2002). From a research perspective, it reveals deeper insights into the social world of the research participants, where rich narrative accounts can be developed for the visual imagery collected (Ank, 2000). This approach provides reflections for a role that is often overlooked by researchers of living in an area of regeneration, using visual imagery as a fundamental aspect of the methodology (roughly (roughly) - video) - diary). Close working relationships were developed between the researcher and the local resident, providing deeper experiential understandings and insights of local residents' lives. Furthermore, the visual imagery and accompanying resident narratives produced/indicated the illness, to the professional, resident and academic community as a method of providing discussion, reflection and positive change in a process of action research. This approach provides the reflections for the researcher and local residents in the after, at- of the role.

1-')*: (4'2*-

Visual methods have been an increasingly used research method in the social sciences, where visual imagery can be seen as an important element for enhanced understanding and meaning, which in the research process ((eahey and Oerson, 2000). In social representation theory visual imagery is seen as key to meaning, uniting the world of meaning. In the research process beyond other linguistic forms (&os*o+i*, 226,). Visual methods can also be used participatively where they have been used as a tool for articulating experiences and interpretations, meaning and content in the lives of individuals or groups of people. Visual data, such as (roughly) -y or the collection of other visual material, can be used to facilitate an understanding of everyday life experiences as a social participants. Importantly, visual methodologies can be used as participatory tools for empowering individuals or groups who traditionally feel voiceless, disenfranchised or excluded for, ainstrea, activity (Pink, 2000). S-a1 and Oertson (2002) argue that visual methods can act as a tool for social action in which residents can articulate their attitudes to their environment. As such, it can provide a sense of empowerment, where previously silenced residents feel they have so, in. value to contribute and debate and to find a way to express their selves through the powerful medium of the visual imagery.

"2- :2- . /

Purposeful and Engaging

Participatory in the collection of visual , et-ods 1as a positive experience for local residents. Visual , et-ods represented a creative and enjoyable way for participants to engage in the research process:

"I've always hated to do research. I've always thought it's not really interested me. But after this it's, you know, it can be quite enjoyable, especially if you're... I think it always matters if you're interested in something. If you're interested in something you'll read around it, you'll read about it, you'll learn everything there is about it."

Visual , et-ods also enabled participants to monitor their experiences, identify , and share , an increased sense of ownership. Participants identified a tangible research product enabled a sense of achievement , and also provided the means for further self-reflection:

"Well it's made me more confident that I have developed something to show people... it is something that I own and can use to demonstrate the things that we are going through on the estate... I e-mailed it to the city council the other day. It has been something I have used to empower myself."

Numbers in the collection and analysis of visual data also provided so , e participants identified a sense of purpose. Here , as an identifier of the process and personal journey for the participants , identification , relation and engagement , along the way:

"The project from start to finish was something that gave me something to do. I am more or less restricted my house these days. This occupied my mind... It got me thinking."

Traditional , s of research often necessitate the research establishment. The research and effective interaction , ation for the participant as a research subject reinforced the relationship between the researcher and the researched. By involving the participants as creators of their own knowledge , an alternative , oler relations and dynamic of activity , where research participants are in a position to effectively control over the representation of the , selves through the research:

...it [visual methods] adds another dimension to things that we have been involved in. I think when you video its more engaging because it's not boring. Especially when you, when you show it to people as well. But, you know, with having the video coverage and a lot of visual information, it makes it a bit more involving for people, especially residents as well. For us residents we don't like to be talked at a lot, you know, or given pieces of paper to read. It was nice that we could finally produce something and show it to people."

Participatory visual , et-ods thus represent a tool for , olerin. Local residents to feel a sense of ownership of the research product rather than traditional research , et-ods which , an reinforcin , alan , et-ods the research and the participants.

Interpretation and Authenticity

(Research) participants were also engaged in the analysis of the findings where the visual images were used as the stimulus for reflection , on the participants. Here , eanin , akin. around the images as constructed by the participants themselves. (Reflection was seen as ,)ortant as it enabled the , eanin , s associated literature , i , a , e to be understood for the participants and not ,)ied by the analytical ,)ositions of the researcher. The visual , et-ods employed in this study were not just a means of interaction of , i , a , es , but a reflective process requiring the participant and the researcher to step outside out of the research and engage in reflection around the images provided. The need for interpretation is necessary as visual , i , a , ery often rise

represents a series of abstract and, eanin. less i, a. es to t-e resear*-er, 1-i*- , ay=e , eanin./ul and *ontefually i,)ortant to t-e resear*-)arti*)ant. Oisual i, a.ery is not sel/-e+ident or sel/-eF)lanatory =ut re: uires inter)retation /ro , t-e *reators o/ t-e i, a. es t-e , sel+es.

T-rou. - t-is /or , o/ inter)retation,)arti*)ants o**u)ied t-e role o/ || , eanin.- , akers in t-e resear*-. 'n doin. so, t-e)arti*)ant is in+ited to ||s)eak in t-eir o1n +oi*e to .ain an understandin. o/ ||1-o t-ey are 1it-in t-e)la*es t-at t-ey in-a=it. ' 1ould not su. .est t-at t-is results in a , ore aut-enti*)rodu*t, =ut rat-er it)ro+ided ne1 , eans o/ narrati+e understandin. , ena=lin. dee)er a**ess into t-e li+es o/ t-e)arti*)ants t-e , sel+es. 'n doin. so, it -as allo1ed)arti*)ants to)rioritise t-e *olle*tion o/ i, a. es and +isual data /ro , t-eir o1n)ers)e*ti+e, t-rou. - t-e ||lens and ||. aGe o/ t-eir o1n li+es as lo*al residents.

4et t-e)ro*ess o/ inter)retation also re)resents *onsidera=le *-allen.es. T-e)ro*ess takes a *onsidera=le a , ount o/ ti, e to /a*ilitate. T-e analysis o/ +isual data 1it-in t-e *ontef of)arti*)atory resear*- re: uires analysin. ea*- /ra , e o/ +ideo 1ork or)-oto.ra) -i* i, a. e and t-is *an take si. ni/)*ant a , ounts o/ ti, e and e//ort. 't also)la*es de , ands u)on t-e)arti*)ants t-e , sel+es es)e*ially .i+en t-at t-e resear*- *annot =e eF)e*ted to =e a)riority in t-eir li+es. Anot-er *-allen.e is t-e issues o/ resear*-er s)r

Participatory. It is important to leave a legacy for the research, in terms of utilization and inclusion. Participants in future research, to ensure that there is long-term, purpose to their involvement, etc.

C* -45 (12* -

Visual participatory methods are a powerful tool for destabilizing hierarchical power relations. It fits with traditional research relations by considering that people do not only speak but experience and view their world in different ways. Participatory visual methods provide the opportunity for participants to share the content of their enquiry, enabling them to express themselves outside of traditional research boundaries. Moreover, visual methods are potentially transformative in themselves. In visual narratives, tensions arise regarding the positionality of the researcher, requiring the researcher to critically consider and re-evaluate their position in the research. Visual participatory methods offer the opportunity for true insight, reflection and change, therefore needs to be a more critical consideration of the application and development of the method.

R&S -4&/

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6

CHILDREN !OUTH &
STUDENTS

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EN"ANTS #EUNES ET
ETUDIANTS

! * ('% / &); 24 & C ' % & / * 42, 5 / &); 24 & L /) * 5 & 2 - ' % & + (- 2 / % 1 & - ' * 0
3 * (- . 5, A6) & , 9 &) /

63 T * 1 , / B * - / 1



B, 49.) * (- :

@o1 to -andle youn. *ri, inals is a to)i* t-at is 1ell dis*ussed. 'n S1eden a ne1 le.islation /or youn. la1=reakers 1ere introdu*ed in 5anuary 200L. 't is no1)ossi=le to senten*e)ersons =et1een E-2 years of a.e to 4out- Ser+i*e. 't is a)unis- , ent 1-i*- *onsists of t1o)arts:

_ un)aid 1ork =et1een 20 and E0 -ours de)endin. on t-e nature of t-e *ri, e, t-e)enalty +alue. T-e un)aid 1ork takes)la*e , ainly at %7 \$:s, in t-e , uni*i)al or .aniGation =ut also in)ri+ate *o ,)anies.

2_)arti*i)ation in)eda.o.i*al)ro.ra , a=out *ri, e in a ran.e =et1een A- 0 -ours de)endin. =ot- on t-e *ri, e =ut it also +ary /ro , , uni*i)ality to , uni*i)ality.

4out- Ser+i*e 1as =e/ore 200L so , et-in. t-e *ourt *ould senten*e to =ut only /or)ersons 1-o 1ere Jud.ed in need of *are =y t-e so*ial ser+i*es(), =ut 1ere not *onsidered to =e in need of *losed institutional yout- *are. !ut a/ter 200L it is only)ersons 1it- no need (or a , inor need /or treat , ent) 1-o *an =e senten*ed.

To =e senten*ed to 4out- Ser+i*e also re:uire t-e)ersons() a**e)tan*e. 4ou *annot =e senten*ed to i/ you don't a.ree to it yourself. / t-e)erson doesn't a.ree, t-e *ourt *an senten*e to s-ort ti, e *orre*tional *are or /ines.

/ a)erson ne.le*ts -is duties *on*ernin. 4out- Ser+i*e (not attendin. 1ork or not s-o1in. u) at t-e)eda.o.i*al)ro.ra ,) t-e)erson res)onsi=le at t-e So*ial Ser+i*e 1ill re)ort t-is to t-e)rose*utor and a ne1 trial , ay take)la*e.

' t-ink one *an state t-at t-e , ain)ur)ose 1it- 4out- Ser+i*e 1as to de*rease t-e senten*es of /ine in order /or a)ro.ra , 1ere t-e youn.ster in a sense)ay so , et-in. =a*k, t-e un)aid 1ork, and also attendin. a dialo.ue *on*ernin. *ri, e 1-i*- ai , to alter *ri, inal t-ou. -ts. 4ou *an look u)on it as a)eda.o.i*al initiati+e as a 1ay of tryin. to *-an.e a *ri, inal li/estyle.

Furt-er , ore one *an dis*o+er an irre.ularity in t-e le.islation *on*ernin. 4out- Ser+i*e. W-en a)erson a**e)ts 4out- Ser+i*e t-e in/or , ation of t-is)erson stays in t-e Cri, inal (e*ords (e.istry /or 0 years. !ut i/ a)erson does not a**e)t 4out- Ser+i*e and instead is =ein. senten*ed to e*ono , i*al /ines t-e in/or , ation in t-e re.istry stays t-ere only /or E years. T-is -as .i+en)arents 1it- a =etter so*ioe*ono , i* status t-e o))ortunity to, so to s)eak,)ay o// t-e senten*e. T-ere is so , e e ,)iri*al e+iden*e t-at t-is loo)-ole -as =een used =y , ore 1ealt-y

(esear* - and De+elo) , ent 9nit S•dert•rn (Fo9-S•dert•rn) (• , osse+• .en 2E 6KA Tullin. e S1eden to.as=ons.j/ou-sodertorn.se

Parents =ut it is difficult to say in 1 -at eFtent. !ut t-e le . islation aut-orities are in t-e)ro*ess o/ , akin . a Juridical * -an . e to t-is)ro=le , .

T%& : * (65&) *5& *0 '%& S*42,5 S&);24&

't is ar . ued =y so , e resear* -ers t-at t-ere is a dis*re)an*y in t-e relations-i) =et1een t-e Cri , inal "a1 and t-e So*ial Ser+i*e "e . islation. W-ere t-e Cri , inal "a1 s-ould -a+e t-e *ri , e in /o*us it states t-at t-e So*ial Ser+i*e "e . islation s-ould)ri , ary /o*us on t-e indi+idual needs.

T-is *reates a tension sin*e t-e So*ial Ser+i*e is o=li . ed, a**ordin . to t-e So*ial Ser+i*e "e . islation, to /irst look u)on t-e needs on t-e indi+iduals =ut in t-e *ase 1it- 4out- Ser+i*e also -a+e to ad , inistrate a)unis- , ent. T-e role o/ t-e So*ial Ser+i*e is e+en , ore *o ,)li*ated sin*e t-e So*ial Ser+i*e also s-ould 1rite a state , ent a=out t-e)ersons need /or *are to t-e)rose*utor, as a . round /or t-e trial. T-e state , ent /ro , t-e So*ial Ser+i*e is +ery +ital and t-e re*o , , endation /ro , t-e So*ial Ser+i*e is /ollo1ed =y t-e)rose*utor and t-e *ourt at al , ost a 00 b .

So , e *riti*is , /ro , t-e)rose*utors) joint o/ +ie1 -a+e =een)resented a**ordin . to t-e state , ents /ro , t-e So*ial Ser+i*e. T-e *ru*ial)oint is -o1 t-e So*ial Ser+i*e Jud . e t-e indi+iduals need /or *are. T-e *ore o/ t-e)ro=le , ' assu , e is t-at t-ere is a la*k o/)ro)er su)ortin . , easures in t-e , uni*)al or . aniGation. T-is , ay lead to t-at t-e So*ial Ser+i*e)ro)ose 4out- Ser+i*e, if t-e yout- a**e)t it, e+en if t-e So*ial Ser+i*e -a+e identi/fied a . reater need o/ *are 1it-in t-e yout- . Si ,)ly =e*ause t-ere are no ot-er , easures a+aila=le. T-is , eans t-at it is likely t-at so , e yout-s senten*ed to 4out- Ser+i*e are in need o/ , ore eFtensi+e , easures t-at t-e 4out- Ser+i*e)ro . ra , *an)ro+ide.

L*4, '2* - , - : / ' , '2/ '24/

T-e e ,)iri*al =ase o/ t-is)resentation *onsists o/ data /ro , M , uni*)alities round a=out Sto*k-ol , . T-e total)o)ulation o/ t-ese , uni*)alities is a=out -al/ a , illion)eo)le. T-ere are *o ,)arati+ely lar . e di//eren*es =et1een t-ese , uni*)alities. Fro , rat-er s , all , uni*)alities 1it- a -o , o . enous S1edis-)o)ulation to su=ur=s 1it- a -i . - a , ount o/ i , , i . rant)o)ulation. T-e , uni*)alities also di//er in a so*io*ono , i* sense.

'n order to . i+e an o+er+ie1 o/ -o1 , any t-at is senten*ed to 4out- Ser+i*e in t-e a*tual , uni*)alities in relation to a national *onteFt ' 1ill)resent so , e statisti*s:

2008

2 20L)erson 1ere *on+i*ted to 4out- Ser+i*e in S1eden a**ordin . to *Brå – the Swedish National Council for Crime Prevention*.

'n t-e)resent M , uni*)alities 20A)ersons 1ere *on+i*ted 1-i*- is a=out L b o/ all *on+i*ted in S1eden.

T-e , ost *o , , on *on+i*tion 1as assault.

T-e , a)ority is =oys, a))roFi , ately ME b .

T-e len . t- o/ t-e)enalty is de)endent on ty)e o/ *ri , e) it +aries /ro , 20 - E0 - ours o/ un)a1d 1ork.

'n t-e , uni*)alities ' -a+e studied t-e)enalty len . t- is seen as /ollo1s:

"ess t-an E0 -ours\$ K b
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For 2E b in/or , ation is , issin . .

'n *on*lusion, e+en i/ you *onsider t-e , issin . in/or , ation in t-e statisti*s, you *an esti , ate t-at t-e , aiority of t-e *on+i*tions are in t-e lo1 ran . e o/ san*tions.

T%& + (-2/%1&- 'F , 1&'%* : 0*) 4% , - . &

\$ne *an look u)on t-e)unis- , ent as a 1ay o/ , et-od to *-an . e t-e indi+idualis *ri , inal =e-a+ior in t1o 1ays. T-e /irst is t-e un)aid 1ork 1-o one *an look u)on as t-e a*tual \)unis- , ent]. T-e len .t- o/ t-e un)aid 1ork stands in relation to t-e *ri , e t-at is *o , , itted . !ut t-e un)aid 1orks also -a+e an edu*ational as)e*t. &any o/ t-e *on+i*ted don't attend s* -ool and also -a+e ot-er so*ial)ro=le , s. Attendin . 1ork also in/li*ts t-at you -a+e to =e on 1ork at a *ertain ti , e and you -a+e to , eet and so*ialiGe 1it- adults , , any o/ t-e *on+i*ted la*ks .ro1n u) *onta*ts. T-e tutor at t-e 1ork)la*e is to =e*o , e a role , odel.

T-e se*ond is t-e dialo.ue a=out *ri , e. T-is is a dialo.ue t-at is led eit-er =y a so*ial 1orker or =y a)sy*-olo .ist. T-e)ro .ra , s in di//erent , uni*i)alities +ary in len .t- , =et1een A- 0 o**asions . !ut all)ro .ra , s() -a+e a *cognitive theory* as a =ase. T-e *ri , inal =e-a+ior is seen as an e//e*t o/ *o .niti+e assu ,)tions. Peo)le rea*t to eFternal in//uen*es =y o=ser+in . and t-en)ro*essin . t-ese in//uen*es t-rou . - t-eir *o .niti+e stru*tures. To alter a *ri , inal =e-a+ior you , ust alter t-e 1ay a)erson t-inks.

T-e ot-er)art o/ t-e t-eoretial /ra , e1ork is =ased on *System oriented theory*. Were you see t-e)erson as a , e , =er o/ di//erent syste , s 1-i*- *onstitute a total syste , . 'n order to , ake a *-an . e, dura=le o+er ti , e, it is not su//i*ient to in//uen*e t-e yout- alone. 4ou -a+e deal 1it-)ersons in t-e di//erent syste , s, t-e)ersonis so*ial net1orks.

'n t-e)ro .ra , t-e so*ial 1orker, or t-e)sy*-olo .ist, try to in+ol+e t-e *ore /a , ily and t-e eFtended /a , ily in t-e)ro*ess.

'n so , e , uni*i)alities t-ey also -a+e study +isits /or eFa ,)le at a)oli*e station, a -os)ital 1-ere t-ey *o , e in *onta*ts 1it- di//erent kinds o/ e//e*ts on *ri , e and +iolen*e.

S* 1&'%2- . . , 6* (' '%& &00&4' /

't is di//i*ult to say so , et-in . o/ t-e e//e*ts() sin*e resear*- in t-is /ield is s*ar*e. T-ere are so , e e ,)iri*al e+iden*e t-at)ersons, 1-o -as =een su=le*t to inter+entions /ro , t-e So*ial Ser+i*e /or a lon .)eriod o/ ti , e tends in a , u*- -i . -er de .ree to -a+e rela)es, t-ey *o , , it ne1 *ri , es. W-i*- is not so sur)risin . .

W-at is , ore di//i*ult to state is t-e a*tual e//e*t o/ t-e 4out- Ser+i*e)ro .ra , , e. @o1 is t-e)ro .ra , , es() a=ility to)re+ent ne1 *ri , esC 's t-e desi .n o/ t-ese)ro .ra , , es su//i*ient enou . -C

In a survey in one of the universities, 100 students were invited to fill in a questionnaire concerning their experience of 4-out-5 service, there are so many aspects they point out as important.

Several persons have been positively surprised by the workloads. The workload was, more interesting than they had expected.

They were accepted at the workload, but they do not really expect. One person states that: *I was accepted as a person and not looked upon as a person that had committed a crime.*

So, we say that the educational program, as well as the information and insights. They have been a way for them, to start think and reflect over their life and personal situation and, not least, their future. One person expresses this as: *I have learnt something new. That I must think and reflect before acting. I also started to think of my possibilities to get a job in the future.*

One key finding in this study is that 4-out-5 service seems to be an accurate and well-adjusted sanction for young people that are low to moderately risky, initially considered. 4-out-5 service seems to be a good enough sanction for those committed to rethink and not too, in any new risks.

But for young people with more risk, the role is and those who have already entered a more extensive criminal career, 4-out-5 service is not sufficient. They need other, and more, re-enslaved initiatives.

T%&*)3 '* +), 4'24&F &>+5*)2- . %* A 4(5' (& /%, +&/ .), : (, '& /' (:&- ' +), 4'24(1 &>+&)2&-4&/ 2- ()6, - 4* 1 1 (-2'3-6, /&: /&'2- .

63 C%)2/'2- , C, 1+6&55' N92)(N- , A(5&<2' & E32', 3* O-20, :&^2



7graduate students are re:uired to a))ly *o , , unity)sy*-olo.y *on*e)ts and t-eory to)ra*ti*u ,_interns-i) eF)erien*es. Translatin. su*- t-eories and a))lyin. in-*lass kno1led.e to t-ese eF)erien*es)ro+ide students 1it- t-e o))ortunity to inte.rate *on*e)ts su*- as insider_outsider)-eno , ena , .ainin. entr;e, and syste , s *-an.e to a .i+en settin.. T-e .oal o/ t-is roundta=le 1as to eFa , ine t-e eF)erien*es o/ A .raduate students 1-o -ad entered into ur=an *o , , unities to () =rid.e t-e .a) =et1een resear*-er and *o , , unity and (2))ra*ti*e a))lyin. t-e t-eories o/ *o , , unity)sy*-olo.y. T-ey used st, 2nd, and Ard)erson in:uiry to dis*uss t-eir en.a.e , ent 1it-in t-eir res)e*ti+e *o , , unities and t-eir i ,)le , entation o/)arti*i)atory a))roa*-es a , on. underser+ed , ar.inaliGed ur=an)o)ulations in -o)es to esta=lis-in. so , e le+el o/ so*ial trans/or , ation_so*ial *-an.e. T-e roundta=le dis*ussion a=out t-ese students\ en.a.e , ent o/ in: uiry)ro+ided a =etter understandin. o/ -o1 insider_outsider)ro*ess *onstru*t ra*e , et-ni*ity, inter)ret so*ial)ro=le , s , *onstru*t kno1led.e, and joint .oal settin.. #n.a.in. in in: uiry is an i ,)ortant)ro*ess t-at allo1s .raduate students to =etter understand t-e /or , ation o/

by in+ol+in. t-e, sel+es 1it-in t-eir)o)ulation o/ interest. T-e y are not re:uired to ,ake any *o , , it , ents to any a.en*y, or .aniGation, and_or *o , , unity e//ort at t-is)arti*ular)oint in t-eir trainin.. W-at is uni:ue a=out t-is K 1eek *ourse is t-at students are to ,ake as , any *onne*tions 1it- indi+iduals and a.en*ies in t-e *o , , unity as)ossi=le, 1-ile si ,ultaneously .eneratin. re//e*tions a=out -is_-er eF)erien*es. Students are re:uired to *onsider t-is a)eriod o/ re//e*tion and to eFa , ine -is_-er)ersonal =elie/s, ideas, and assu ,)tions. Durin. t-is learnin.)ro*ess, students are also assi.ned readin.s re.ardin. +alues o/ *o , , unity)sy*-olo.y. So , e o/ t-e +alues dis*ussed in*luded =ut are not li ,ited to t-e /ollo1in.:)arti*)atory)ro*esses\$ a*tion resear*-\$ en.a.e , ent\$ e ,)o1er , ent\$ sustaina=ility\$ syste , *-an.e\$ and e*olo.i*al t-eory. T-is le+el o/ en.a.e , ent and s-arin.)ro+ides ea*- student to ser+e as su))ort to t-eir *lass , ates and assist ea*- ot-er o=sta*les 1-en t-e y arise. Class , ates *-allen.ed one anot-er on -o1 ea*- ot-er assi.ned , eanin. to t-eir)o)ulation o/ interests, t-eir a*ti+ities and eF)erien*es o/ en.a.e , ent. Alt-ou. - t-is)ro*ess /or so , e students =e.an)rior to entry o/ t-e)ra*ti*u , *course, , any students use t-is)eriod to *on*e)tualiGe interests and identi/y 1-at so*ial)ro=le , s t-e y 1ere , ost interested in)ursuin. and t-e an.le in 1-i*- t-e y -o)e to en.a.e in t-e so*ial)ro=le , . Durin. t-is)-ase o/ /irst-)erson in:uiry, students are re:uired to 1rite a series o/ re//e*ti+e)ie*es *on*ernin. t-eir)ersonal *onstru*tion o/ kno1led.e o/ ideas as it related to t-eir)ersonal interests,)ast eF)erien*es, and t-eir o1n *onstru*tion o/ reality.

In se*ond-)erson in:uiry, students re*ei+ed /eed=a*k /ro , *lass , ates and /ro , t-e *o , , unity , e , =ers. T-is o)ened u) +enues /or additional *riti*al /irst-)erson re//e*tion =e*ause students 1ere re:uired to s)eak 1it-+arious)eo)le -oldin. di+erse)ers)e*ti+es related to -is_-er so*ial issue o/ interests. \$n*e st)erson in:uiry 1as esta=lis-ed, students 1ere allo1ed to *-oose and en.a.e in a s)e*i/i* *o , , unity a.en*y or e//ort. \$ne student interested in at-risk yout- s)oke 1it- t-e *ourt o//i*als, *o , , unity leaders, a/ter s*-ool)ro.ra , s, s*-ool o//i*als, and yout- =ased)ro.ra , s. For anot-er student, t-is)ro*ess)ro+ided an +enue /or understandin. -o1 -er role as a !la*k 1o , an , ay =ot- -inder and_or en-an*e -er in/luen*e on a !la*k-o)erated do , esti* +iolen*e s-elter in an ur=an *ity.

Se*ond)erson in:uiry)ro+ided an o))ortunity /or students to , ore dee)ly en.a.e on a s)e*i/i* so*ial issue o/ interests. \$ne student 1as in+ol+ed 1it- a yout-==ased a/ter s*-ool)ro.ra , 1-i*- ser+ed at-risk yout- /ro , lo1-in*o , e /a , ilies. @er so*ial area o/ interest 1as to eF)lore -o1 to en-an*e and , aFi , iGe ser+i*es and)ro.ra , s to , eet t-e needs o/ underser+ed at-risk yout-. Anot-er student =e*a , e in+ol+ed 1it- a do , esti* +iolen*e s-elter t-at)ri , arily ser+ed !la*k 1o , en en-an*in. -er)assion /or understandin. +iolen*e a.ainst !la*k 1o , en. T-e last student =rou. -t *o , , unity a.en*ies to .et-er, s*-ool or .aniGations and resour*es to su))ort *urrent e//orts around @urri*ane Katrina, a , a)or re*ent natural disaster, and su))ort disen/ran*-ised, lo1-in*o , e /a , ilies o/ *olor. 't is 1as t-is sta.e 1-ere ea*- student en.a.ed in s-arin. , learnin. , and ser+i*e to =ot-t-e or .aniGation and rele+ant *o , , unity initiati+es as a , eans to =uild a stron. relations-i) and .ain entry into t-e *o , , unity. !y en.a.in. in t-ese /irst ste)s, all t-ree students)arti*)ated in *reatin. a)lan o/ a*tion and solidi/ied)ra*ti*u , .oals.

T-ird)erson in:uiry re:uires a .reater le+el o/ in:uiry, learnin. and en.a.e , ent. T-e le+el o/ en.a.e , ent .oes =eyond t-e lo*al *onteFt to a =roader *onteFt. For eFa ,)le, t-e t-ird)erson in:uiry and

relationship of these practices, experiences took place within this international forum, of dialogue. Within this roundtable discussion, each student shared in detail their participation within each of their respective communities, the role they encountered, and the successes they achieved. The students also used their experiences to promote audience participation by asking questions. Each student experienced related to their own personal work within the community. Each of the audience discussed similarities that arose in their work, along with unique issues that arose at their respective institutions. Common discussion points included how to overcome the obstacles such as time, financial, university course goals within the community, development of strategies for evaluation, student experiences in the community, and distinction. In that way, it takes a role of the community synthesis to a community setting. Session participants also facilitated a series of their practices, class and the different approaches to include, continue. Class within the university. Throughout the conversation, the experiences shared in our relation across the globe around the world built upon existing individual person in our.

Overall, first, second, and third in our provides an opportunity for graduate students to become more conscious and sensitive to what knowledge is generated, how knowledge is generated, why knowledge is generated and ultimately, how it is interpreted. When that time are dominant, as that same our ideas and activities, it is essential to include the student's approach, as same the way we understand and participate in social activities. In order for students to facilitate the ways that impacted communities, it is important to understand the processes that led to the success or failure of their participation. (Regardless of the impact, this relationship process provides additional opportunities for students to facilitate ways that future work and our endeavor, would be improved. While each institution enforces students in the community at different times (i.e. first year versus last year), it is important that students have an opportunity to learn by way of the classroom, the community, and throughout the relationship. This enhances not only students' unique and interpret of their experiences and the experience of the communities they serve.

R&D-4/

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Senneker, Peter & Gleiner Art, (Catherine C-Charlotte, (Catherine C-Charlotte, ? Smith, Ryan. 226. *The Fifth Discipline Fieldbook*, 4th ed. New York: Doubleday, 2006.

LL, ++)&- '2// , . & , (0@ 12-2- &-)@ .2* - N*): - P, / : & C, 5, 2/

+,) V@)* -2H (& C*4%,) :¹ C, '%&)2- & D&-B; &² & N24*5& G, :)&3³



Depuis une décennie, les données relatives aux personnes résidant dans la région Nord-Pas de Calais ont considérablement augmenté. Dans la région, le niveau de formation des personnes résidant au sein de cette région a augmenté. Cependant, les personnes résidant dans les zones rurales ont une formation plus faible que celles résidant dans les zones urbaines. En 2000, nous avons analysé la répartition de cette région par profession. Pour tenter de répondre à cette question, une étude a été menée par le Collège (régional) pour l'emploi, la formation et la formation des Femmes (C\$ (F, "ille) sur la demande du Centre (régional de) (services Pédagogiques ("ille), lui-même, en outre, par le statut et la (région Nord-Pas de Calais. Cette étude avait deux objectifs : (1) diagnostiquer la place des femmes dans le dispositif (a) résidant dans les zones rurales et (2) évaluer l'organisation du travail des personnes résidant dans les zones rurales en mars 2002.

E-H (I & H(, - '2', '2; & FL&/ 4%200)&/ : & 5L, ++)&- '2// , . &

Des données régionales relatives aux issues du Conseil régional, du (département de "ille, de la D(T#FP_S#P#S (Direction (régionale du Travail, de l'emploi, de la formation professionnelle, des Services aux Étudiants, des Professions libérales, de l'évaluation et des statistiques), du C# (#1 (Centre d'études et de (évaluation sur les qualifications) ont été effectuées afin de faire un état des lieux sur les personnes résidant dans la région Nord-Pas de Calais de 2000 à 2002 et de faire un état des lieux des personnes résidant dans les zones rurales.

Preuve en outre, la mise en œuvre de la nouvelle réglementation (S2M.Mb) pour les personnes résidant dans les zones rurales, il faut noter une stagnation, voire une diminution, du nombre de personnes résidant dans les zones rurales. Les personnes résidant dans les zones rurales ont une formation plus faible que celles résidant dans les zones urbaines. Les personnes résidant dans les zones rurales ont une formation plus faible que celles résidant dans les zones urbaines. Les personnes résidant dans les zones rurales ont une formation plus faible que celles résidant dans les zones urbaines.

De plus, le niveau scolaire moyen des personnes résidant dans les zones rurales est plus élevé que celui des personnes résidant dans les zones urbaines. Les personnes résidant dans les zones rurales ont une formation plus élevée que celles résidant dans les zones urbaines. Les personnes résidant dans les zones rurales ont une formation plus élevée que celles résidant dans les zones urbaines. Les personnes résidant dans les zones rurales ont une formation plus élevée que celles résidant dans les zones urbaines.

Troisièmement, sur les données relatives à la formation des personnes résidant dans les zones rurales, les données sont alarmantes dans les zones rurales dans le domaine de la santé, de l'éducation, de la formation, de la formation des personnes résidant dans les zones rurales.

(e) r; sentante institutionnelle du C\$ (F, (es) onsa=le de /or , ation (+*o*-ard j *ori//r)

² Docteur en psychologie sociale, -ar; ; de , ission)our *ette en: u>te (*dene+ j aol.*o ,)

^A Pr; sidente du C\$ (F, &`tre de *on/; ren*es en so'iolo .ie (ni*ole . .adrey j ya-oo./r)

⁶ %i+eau ' et '' : Di)le , e de se*ond et troisi< , e *y*le universitaire \$ %i+eau '' : !TS, D9T \$ %i+eau '0 : !a**alaur; at \$ %i+eau 0 : CAP, !#P \$ %i+eau '0 : !re-et des *oll< .es

le *o , , er*e, les ser+i*es ad , inistrati/s. De)lus, dans 2 de *es do , aines de /or , ation, la)r;sen*e des .arDons s;|<ent H)lus de 20 b *o , , e)ar eFe ,)le dans la s;*urit; , la , ; *ani :ue, le =dti , ent_tra+auF)u=li*s, l;le*tri*it; , la , ainten*e, les trans)orts. Ces ;| , ents ne sont)as sans *ara*t;riser une r;)artition seFu;e)ar , ; tier des /illes et des .arDons , al .r; une l; .<re au . , entation de la)ro)ortion de /illes dans les do , aines of les .arDons sont tr<s , aloritaires entre 200A et 200M.

I uatri< , e , ent, en lien a+e* le *onstat)r; *; dent, les /illes re)r;sentent une /ai=le)art dans les do , aines industriels sau/ sur les)lus -auts ni+eauF (' et '). Parall<le , ent, dans les do , aines tertiaires, la re)r;sentation des /illes est /orte et)lus)arti*uli<re , ent auF ni+eauF les)lus =as ('0 et 0).

#n/in, *in :ui< , e , ent, H la sortie du dis)ositi/ a))rentissa.e, on *onstate :ue les)ossi=ilit;s d'insertion)ro)essionnelle des /illes s)a , enuisent)ar ra))ort H *elles des .arDons et :ue la :ualit; des e ,)lois o**u) ; s (a**<s auF CD') se d;t;riore da+anta.e)our les /illes :ue)our les .arDons.

E-H(l'& H(,52' , '2; & F A- ,53/ & :&/ & -)&'2& - /

Méthode

Des entretiens se , i-dire*ti/s ont ; t; , en; s au)r<s de 2)ro)essionnels de l'orientation, 2)ersonnels de Centre de For , ation d'A))rentis (dire*teur \$ /or , ateur, A2 a))renti-es (dont 2 .arDons) d. ; s de K H 22 ans (& m M,M ans) et L)ro)essionnels re*e+ant des a))renti-es dans leurs entre)rises. "es)arti)i)ants)ro+enaient de di//;rents =assins d'ie ,)loi de la (; .ion %ord-Pas de Calais et de di//;rents do , aines de /or , ation (-ar , a*ie, +ente, =dti , ent, -orti*ulture, industrie, -etellerie-restauration, ali , entation, /leuristerie, trans)ort).

Résultats

"es r; sultats de l'analyse de *ontenu ont)er , is de d; .a. er E t-< , es.

Pre , i<re , ent, les /illes se , =lent)eu *on*ern;es)ar l'in/or , ation sur l'a))rentissa.e. "es entretiens r; +<lent :ue l'in/or , ation sur *ette /ili<re eFiste , ais elle se , =le >tre , oins)ro)os;e auF *oll; .iennes de)ar leur , eilleur ni+eau s*olaire :ue *elui des .arDons.

DeuFi< , e , ent, lors:ue les /illes d;*ident d'entrer en a))rentissa.e, elles d;*ri+ent des , oti+ations tout H /ait distin*tes selon leur ni+eau d;itudes. Pour les ni+eauF in/ra '0, l'io=le*ti/ est de Z ra**ro*-er [au syst< , e s*olaire et de)r;)arer un di)le , e, :uel :u'il soit. #n re+an*-e,)our les ni+eauF '0 et su)ra '0, il s)a.it da+anta.e d'ieFer*er un , ; tier =ien s); *i/i:ue ou de , ettre en)la*e une r;elle strat; .ie d'insertion)ro)essionnelle ou en/in d; >tre ind;)endante /inan*i<re , ent.

Troisi< , e , ent, il se , =le :ue le *-oiF des do , aines de /or , ation soit /orte , ent in/luen* ;)ar la re)r;sentation seFu;e des , ; tiers et *e, de la)art de tous les a*teurs interro. ; s. "i , a.e si ,)li/i;e et st; r;oty) ; e des , ; tiers joue autant sur le)ositionne , ent des /illes :ue des .arDons et *ela sur l'ense , =le des , ; tiers)ro)os; s en a))rentissa.e.

I uatri< , e , ent, un *onsensus se d; .a.e autour des e//ets)ositi/s de la , iFit; en a))rentissa.e. "es /illes disent >tre /i<res de r; ussir dans un , ; tier :u'elles :ualifient de Z , as*ulin [. "es .arDons disent =; n; /i*ier de

l'arrivée des filles dans certains , ; tiers dont lui , a.e est)eu /latteuse (*-au//eur routier). #n/in, les entre)risés notent un *-an.e , ent , ani/este et)ositi/ dans la dyna , i : ue relationnelle dans leurs ; ; ui)es.

Cin : ui< , e , ent, l'insertion)ro/essionnelle reste +aria=le en /on*tion du seFe et des ni+eauF /or , ation. Ainsi, l'insertion des filles est , eilleure : ue *elle des .arDons)our les ni+eauF ' , ' et '''. C'est le *ontraire)our le ni+eau 0 : ui *on*entre la , oiti; des a))rentis de la r ; .ion %ord-Pas de Calais. "es do , aines)ro/essionnels sont ; .ale , ent tou*- ; s)ar *ette di// ; ren*e d'insertion. #n e//et, dans 6 do , aines : ui *on*entrent des e//e*ti/s d'a))rentis i ,)ortants (A.ri*ulture, Ali , entation, @etellerie_ (estauration, Co , , er*e), *e sont les .arDons : ui s'ins<rent , ieuF)ro/essionnelle , ent : ue les filles.

P)@4* -2/ , '2* - / &- 52&- ; ;&4 5L&-H (l'&&' +)@+,), '2* - : (0*)(1 :&/ A++)&- '2-&/

De *ette en:u>te, : uel:ues)r ; *onisations)er , ettant d'io)ti , iser la)la*e des filles dans le dis)ositi/ a))rentissa.e sont d ; .a . ; es.

D'a=ord)r ; ala=le , ent H l'entr ; e en a))rentissa.e , un tra+ail sur les re)r ; sentations de l'a))rentissa.e)er , ettrait de re+aloriser *ette /ili<re au)r<s des ensei.nants et des)arents. Parall<le , ent, un tra+ail sur les re)r ; sentations des , ; tiers)ourrait >tre int ; .r ; H la /or , ation des)ersonnels en *-ar.e de l'orientation. Par ailleurs, ou+rir de nou+elles /ili<res dans des do , aines of les filles sont tr<s)eu)r ; sentes /a+oriserait le d ; +elo))e , ent d'une dou=le *o ,) ; ten*e. Ainsi, des , entions *o ,)l ; , entaires auF do , aines a*tuels)er , ettraient d'adjoindre d'une /or , ation te*-ni:ue H une /or , ation tertiaire (+endeuse te*-ni:ue).

Puis,)endant la /or , ation, il s'a.irait d'a**o ,)a.ner les entre)risés)our /a+oriser l'int ; .ration les filles : ui se retrou+ent seules dans des *olle*ti/s , as*ulins,)ar eFe ,)le, en /or , ant un tuteur au sein de l'entre)rise.

#n/in, H l'issue de la /or , ation, il serait utile d'a**o ,)a.ner les filles)our les aider H s'ins ; rer dura=le , ent dans l'ie ,)loi.

Ces)r ; *onisations ont d ; =ou*- ; , en , ars 2002 H "ille, sur la , ise en)la*e d'un /oru , des a))renti-es. Cette , ani/estation a)er , is une ren*ontre entre les)oliti:ues de la r ; .ion, les a*teurs de l'orientation, les ensei.nants des /ili<res ; ; n ; rales et a))rentissa.e, les entre)risés et les a))renti-es. Cette ren*ontre , ul)artenaires, en)artie , ; diatis ; e)ar le C\$ ('F, a /a+oris ; la *ons*ientisation des di//i*ult ; s ren*ontr ; es tant)ar les Jeunes filles : ui d ; sirent entrer ou : ui sont ins ; r ; es dans la /ili<re a))rentissa.e : ue)ar les autres a*teurs du dis)ositi/. CeuF-*i ont)u eF)li:uer : uils , an:uaient)ar/ois d'in/or , ations, de , oyens, de *onta*ts)our orienter, a**ueillir en /or , ation ou re*eoir en entre)rise des a))rentis en ; ; n ; rale, des Jeunes filles en)arti*ulier. Dans *ette , > , e o)ti:ue, une restitution des r ; sultats de l'en:u>te s ; tend a*tuelle , ent sur le territoire du %ord-Pas de Calais.

T%& &4*5* .24,5 &- . , . & 1 &- ' , / ,)&/& ,)4% , - : 2- ' &); &- '2* -
1 &'%* :

63 M,)2, A- .&5, M, '' ,) ! (-&/1 N,)J,) , M&- :&/ G,)42,1 A- .&5, T*)1 , P2&')*1 , - :
S21 * -& :& B2, <<2 U;25, B, '2/' , S25; &2), 1.



l-'*) : (4'2* -
T-e #*olo.i*al #n.a.e, ent is a , et-odolo.y t-at -as as t-eoret*i*al =asis, t-e !ioe*olo.y o/ @u, an
De+elo) , ent (!ron/en=renner, 2L2_22K\$!ron/en=renner, 222\$ Ce**onello ? 3oller, 2006\$ Prati, Couto,
&oura, Poletto ? 3oller, 200M). 't)ro)oses t-e understandin. o/ -u, an de+elo) , ent under t-e s*o)e o/ /our
interrelated di , ensions: Person, Pro*ess, ConteFt and Ti , e (!ron/en=renner ? &orris, 22M\$!ron/en=renner ?
#+ans, 2000). T-ose di , ensions s-ould not =e taken as a)riori *ate.ories =ut t-ey 1ould ser+e to .i+e li , its to
t-e /o*us o/ t-e data 1-i*- are .oin. to =e *olle*ted as 1ell as its)osterior analysis. T-ere/ore, t-e PPCT , odel
o/ /er dire*tions to t-e resear*-er 1-o s-ould *-oose to \turn to look at] in a -olisti* and syste , i* 1ay. 'n .eneral,
t-is sear*- 1ill *on*entrate in si.ni/i*ant intera*tions a , on.)eo)le, *onteFts and sy , =ols 1-i*- *o ,)ose t-e
)roFi , al and distant studied en+iron , ents.

't is an e//i*ient +ersatile , et-odolo.i*al resour*e t-at adjusts at ea*- resear*-ed reality and allo1s
*o ,)re-ension and inter+ention in an e*olo.i*al-syste , i* s*o)e o/ t-e de+elo) , ent o/)eo)le and .rou)s in
t-eir natural *onteFts. T-e)ro*edures in+ol+es t-e resear*-er en.a.e , ent in di//erent *onteFts o/ de+elo) , ent
in order to o=ser+e and *o , , uni*ate t-trou. - in/or , al *onta*ts, *on+ersations and inter+ie1s ^ es)e*ially 1it-
t-e)ersons 1-o are)art o/ t-e e+eryday li/e o/ t-e en+iron , ents.

T-e in+esti.ations and inter+entions to =e)resented in t-is teFt -a+e s-o1n t-at t-e resear*-ers \e*olo.i*al look]
on t-e PPCT di , ensions s-ould =e led =y t-e ollo1in. t-eoret*i*al *riteria)ro)osed in details =y t-e =ioe*olo.y
o/ -u , an de+elo) , ent o/ !ron/en=renner and &orris (see t-e /ull arti*le)u=lis-ed in 22M). T-en, t-e resear*-er
s-ould turn to:

T@# P# (S\$%: re/ers to t-e =io)sy*-olo.i*al *-ara*teristi*s o/ t-e)ersons in t-e in+esti.ated *onteFts, =ot-
in-erited and de+elo)ed\$

T@# P (\$C#SS#S: are t-e endurin. /or , s o/)roFi , al, re*i)ro*al and re.ularly , ore *o ,)leF /or , s o/
intera*tions =et1een t-e)ersons and ot-er)arti*)ants, as 1ell as t-ose)ersons and t-e o=le*ts or sy , =ols
1-i*- are)art o/ t-e i , , ediate or distant en+iron , ents\$

9ni+ersidade Federal do (io 7rande, F9(7. -tt):_111.*e)rua./ur..=r - C#P-(9A in (io 7rande, (S, !(AV". #- , ail:
, a , yunes j ya-oo.*o , =r

T@# C\$%T#8TS: re/ers to t-e /our le+els o/ in/luen*e in indi+iduals• de+elo), ent (!ron/en=renner, 2L2_ 22K) 1-i*- are deno, inated as su*-: , i*rossiste, (t-e , ost) roFi, al en+iron, ent), , esossiste, (t-e intera*tion a, on. , i*rossiste, s ^ /or, in. t-e)erson so*ial net1ork), eFossiste, (t-e distant en+iron, ents) and , a*rossiste, (traditions, -istory, so*ial +alues, ideolo.i*al ele, ents o/ all , entioned en+iron, ents)§

T@# T'&#: as t-e /unda, ental as)e*ts o/ in/luen*e in -u, an de+elo), ent. 't re/ers to t-e *-an.es alon. t-e li/e *y*le§ =iolo.i*al, e*olo.i*al and so*ial transitions related to *ultural as)e*ts.

TA* &>, 1+5&/ *0 2- ;&/'2. , '2* - / 2-)2/9 /2' (, '2* - / '%, ')&/ (5'&: 2- '* +)*'&4'2; &2- ' &); &- '2* - /

Family education in the context of non industrial fishing families and the transgenerational processes of resilience
 As des*ri=ed a=oe, t-e , et-odolo.y o/ #*olo.i*al #n.a.e, ent *an /a*ilitate t-e study o/ /a, ily relations-i)s or , i*rosyste, s (Ce**onello ? 3oller, 200A). T-ere/ore, it 1as used as a strate.y to in+esti.ate t-e , eanin.s o/ /a, ily edu*ation alon. t-ree .eneration o/ non industrial /is-in. /a, ilies. T-e as)e*ts o/ inter.eneration trans, ission o/ edu*ational)ra*ti*es and)ro*esses o/ /a, ily resilien*e 1ere t-e , ain /o*us o/ t-is resear*-. For su*-, t1o /a, ilies 1ere *-osen at rando, in t-e /is-in. *o, , unity lo*ated in t-e eFtre, e sout- o/ !raGil. 'nitially it 1as ne*essary to =uild *on/iden*e =et1een resear*-ers and t-e , e, =ers o/ t-e /a, ilies to =e a=le to .et inside t-e -ouses and *ondu*t t-e o)en inter+ie1s. A/ter so, e initial resistan*e, t-e)arti*i)ants re*o.niGed t-e role o/ t-e resear*-ers and *olla=orated 1it- all ste)s o/ t-e in+esti.ation. T-e results s-o1ed t-at alt-ou. - /is-in. is a /a, ily 1ork and *rosses .enerations, it is =ein. dis*ussed as a 1ay o/ li+in. and not any, ore en*oura.ed =y t-e edu*ational)ra*ti*es /or t-e youn. .eneration. T-ere/ore t-e kno1led.e on /is-in. is under t-reat in t-at re.ion. &any *-an.es -a+e o**urred in)arental)ra*ti*es alon. ti, e - as seen =y t-e :ualitati+e analysis o/ t-e li/e -istories o/ di//erent .enerations. T-e youn.est .enerations are , ore dialo.i*al and alle*tionate in t-eir)arental)ra*ti*es in o))osition o/ t-e aut-oritarian and)uniti+e style o/ t-e old ones. T-ere/ore it is)ossi=le /or t-e youn.sters to *-oose a)ro/ession t-at , i. -t not =e /is-in.. T-ese results 1ere)ossi=le due to t-e *autious and .radual)ro*esses o/ resear*-ers§ insertion in t-e *o, , unity. T-e *onse:uent inter+ention o/ t-is in+esti.ation 1as a Dialo.i*al Su))ort Pro.ra, on #du*ational Parental Pra*ti*es in t-e *o, , unity 1-ose ai, 1as to)ro, ote , ore t-inkin. on)eda.o.i*al attitudes in t-e e+eryday li/e o/ t-e /a, ilies and t-ink o+er t-e /is-in. *o, , unity and t-eir needs.

The school environment as a context for disclosure of sexual abuse: intervention with teachers

Tea*-ers and)ro/essionals o/ edu*ation s-ould =e)re)ared to identify and e+aluate t-e si.n.s o/ intra or eFtra/a, ilial +iolen*e. T-e s*-ool en+iron, ent is a , i*rosyste, and , i. -t =e a *ontefT 1-ere a=used *-ildren and adoles*ents /eel /ree to =reak t-e syndro, e o/ silen*e and ask /or -el). T-e)resent)ro)osal ai, ed to in+esti.ate t-e *ontefT o/ a)u=li* s*-ool lo*ated in (io 7rande_ (S, !raGil, and to le.iti, ate t-e)rote*ti+e role o/

, et-od (Ce**onello ? 3oller, 200A). T-e resear*-ers o=ser+ed t-e)roFi , al)ro*esses at s*-ool - , ainly o**urrin. at *lassroo , s, re*e)tion -all and eFternal areas /or leisure ti , es - durin. t1o *onse*uti+e , ont-s, t-ree a/ternoons a 1eek. Also, t-e se+en)arti*i)ants, /irst s*-ool year tea*-ers 1-o a))lied /or t-e)role*t, /illed in 60 in*o ,)lete senten*es (De Antoni, 4unes, @a=i.Gan. ? 3oller, 200K) in a :uestionnaire 1-ose)ur)ose 1as to in+esti.ate t-eir)er*e)tions and intera*tions lit- t-e students) /a , ilies. T-e se*ond , o , ent *onsisted o/ t-e a))li*ation o/ t-e 'nter+ention Pro.ra , 1-i*- 1as ela=orated /ollo1in. an or.aniGation o/ su=je*ts 1-i*- e , er.ed /ro , t-e :ualitati+e analyses o/ t-e dia.nosti*)-ase. T-e analysis 1as *onsonant lit- t-e)rin*i)les o/ .rounded-t-eory (Strauss ? Cor=in, 220). Con*ernin. t-e results o/ t-e dia.nosti*)-ase, , ost tea*-ers s-o1ed a dis*course t-at /o*used t-e ne.ati+e *-ara*teristi*s o/ t-e students) /a , ilies. @a=in. little kno1led.e o/ t-e *-ildren's e+eryday li/e t-ey usually , aintain /a , ilies /ar o+er t-e .ates o/ s*-ool. Due to t-e situation o/ seFual a=use, t-e edu*ators re*o.niGed t-eir di//i*ulties and li , ited kno1led.e to *o)e lit- t-e *o ,)leFities o/ t-e situation. T-ey re)orted i , , ediate a*tions t-at sent t-e a=used *-ildren and t-eir /a , ilies a1ay /ro , s*-ool. Also, it 1as e ,)-asiGed t-e la*k o/ su))ort /ro , t-e *o , , unity net1ork. T-e inter+ention)ro.ra , 1as)resented /or t-e tea*-ers in siF , eetin.s *ontainin. di//erent su=je*ts, t-eories and *on*e)ts /ollo1ed =y dis*ussion on real *ases. 't , ainly /o*used on orientatin. t-e edu*ators to =uild strate.ies /or an attitude t-at 1ould dis*losure t-e a=use and)rote*t t-e *-ildren.

T-ere are , any)ossi=ilities o/ asso*iation o/ t-e ##olo.i*al #n.a.e , ent lit- ot-er)ro*edures su*- as /o*al .rou)s, re/leFi+e o)en inter+ie1s, natural o=ser+ations and /ield diary, et*. All)ro*edures , ay)oten*ialiGe t-e :uality o/ analysis o/ risk situations and allo1s t-e resear*-er to +isualiGe and)ut into a*tion)rote*ti+e , e*-anis , s t-at , ay a*ti+ate resilien*e)ro*esses. @o1e+er it is rele+ant to use t-ese resear*- strate.ies at re.ular)eriods o/ ti , e.

C* -45(/2* -

T-is 1ork)resented t-e ##olo.i*al #n.a.e , ent as a , et-odolo.y =ased in t-e t-eory o/ =ioe*olo.i*al -u , an de+elo) , ent o/ 9rie !ron/en=renner. 't 1as dis*ussed t-at it *an =e a))lied to in+esti.ations and inter+ention)ro)osals 1-i*- are *o ,)osed =y di//erent risk situations li+ed =y:)oor)o)ulations, seFual a=used +i*ti , s, street_s-eltered *-ildren, adoles*ents and t-eir /a , ilies, a , on. ot-er *onditions. As s-o1n, t-e)ro*edures in+ol+e , ainly t-e resear*-er en.a.e , ent in di//erent *ontefTs o/ de+elo) , ent in order to o=ser+e and *o , , uni*ate lit-)eo)le t-rou. - in/or , al *onta*ts, *on+ersations and inter+ie1s. T-e resear*-ers *an also =uild u) diaries and take notes o/ all i ,)ortant e+ents and , eetin.s t-at , ediate t-e , ain intera*tions *on*e)tualiGed in t-is *ase as)roFi , al)ro*esses (!ron/en=renner ? &orris, 22M) t-at o**ur in ea*- *ontefT alon. re.ular)eriods o/ ti , e. 't is)ro)osed t-e asso*iation lit- :ualitati+e /or , s o/ analysis o/ t-e *olle*ted data and it is *on*luded t-at t-e ##olo.i*al #n.a.e , ent is an e//i*ient , et-odolo.i*al resour*e t-at is +ersatile and)ossi=le to =e adjusted to ea*- in+esti.ated reality.

R&0&)-4&/

!ron/en=renner, 9. (22K). A e*olo.ia do desen+ol+i , ento -u , ano: #F)eri , entos naturais e)lanelados. Porto Ale .re: Artes & ;di*as. (\$ri .inal in #n.lis-)u=lis-ed in 2L2).

!ron/en=renner, 9. (222). #n+iron , ents in de+elo) , ental)ers)e*ti+e: T-eori*al and o)erational , odels. # , 4. ". Fried , ann ? T. D. Wa*-s (or .s.). Ca)tation and assess , ent ol/ en+iron , ents a*ross t-e li/e. Was-in .ton: A , eri*an Psy*-olo .i*al Asso*iation.

!ron/en=renner, 9. ? &orris, P. (22M). T-e e*olo.y ol/ de+elo) , ental)ro*esses. # , W. Da , on (#d.), @and=ook ol/ *-ild)sy*-olo.y 0. (). 22A- 02L). %e1 4ork, %4: 5o-n Wiley ? Sons.

!ron/en=renner, 9. ? #+ans, 7. W. (2000). De+elo) , ental s*ien*e in t-e 2 t- *entury: # , er.in. :uestions, t-eori*al , odels, rear*- desi .ns and e ,)iri*al /indin .s, So*ial De+elo) , ent, 2, E- 2E.

Ce**onello, A. &. , ? 3oller, S. @. (200A). 'nserDPo #*olx .i*a na *o , unidade: 9 , a)ro)osta , etodolx .i*a)ara o estudo de /a , Rlias e , situaDPo de ris*o. Psi*olo .ia: (e/leFPo e Cr#iti*a, K(A), E E-E26.

De Antoni, C., 4unes, &. A., @a=i .Can. , ". F., ? 3oller, S. @. (200K). 'nter+enDPo *o , *uidadores de *rianDas e adoles*entes +rti , as de a=uso seFual. Projeto de Pes:uisa %Po-Pu=li*ado. C#P-(9A %o+o @a , =ur.o, 9ni+ersidade Federal do (io 7rande do Sul.

Prati, ". #. \$ Couto, &. C. P. P. \$ &oura, A. \$ Poletto, &. ? 3oller, S. @.(200M). (e+isando a 'nserDPo #*olx .i*a: 9 , a Pro)osta de Siste , atiGaDPo. Psi*olo .ia: (e/leFPo e Cr#iti*a, 2 (), K0- K2.

Strauss, A. ? Cor=in, 5. (220). !asi*s ol/ :ualitati+e resear*-: 7rounded t-eory)ro*edures and te*-ni:ues. "ondon: Sa.e.

! * ('% a)2/9L , - : a)&/252&-4&LF 4* - '&/'&: ; ,5 (&/ 6&52&0/ , - :
0(-4'2* - /

63 C, '& C()'2/1



'n t-is)a)er ' ar.ue t-at *on*erns a=out yout- risk re/le*t *o ,)etin. so*ial +alues and anFieties rat-er t-an issues o/ risk and resilien*e)er se. Furt-er, ' 1ill ar.ue t-at t-e *urrent)let-ora o/)oli*y initiati+es /o*used on ||at risk| yout- is t-e *orollary o/ a , oral)ani* a=out out o/ *ontrol *-ildren. T-e initial /indin.s o/ resear*- *urrently under1ay 1ill =e utilised to elu*idate t-ese ar.u , ents.

T-e area o/ yout- risk and resilien*e -as =een a to)i* o/ in*reasin. *on*ern o+er re*ent years, in)art as a *orollary o/ *on*ern o+er anti-so*ial =e-a+iour. T-ere eFists a su=stantial =ody o/ resear*- on risk and its asso*iation lit- anti-so*ial and *ri , inal =e-a+iour. @o1e+er, si.ni/i*ant)ro=le , s lit- t-e risk /a*tor a))roa*- re , ain, in)arti*ular in re.ards to t-e 1ay *on*e)tions o/ risk and resilien*e are so*ially *onstru*ted, and t-e analysis o/ risk and)rote*ti+e /a*tors in t-e a=sen*e o/ t-eir -istori*al, so*ial and *ultural lo*ation (Ar , stron. , 200A).

'n %e1 Vealand si.ni/i*ant)u=li* , onies are in+ested in)ro.ra , , es and resear*- into risk and t-e de+elo) , ent o/ resilien*e. @o1e+er, as dis*ussed =y &assey, Ca , eron, \$uellettee ? Fine (22M), studies o/ resilien*e and risk -a+e tended to =e +alue-laden =ot- in ter , s o/ -o1 ad+ersity is de/ined and -o1 resilien*e is , easured, su*- t-at resilien*e e:uals *on/or , ity and risk e:uals non*on/or , ity. T-at is, t-e out*o , es used to assess)er/or , an*e in one *ontefT , ay re)resent only t-ose *-ara*teristi*s t-at ser+e t-at *ontefT. For eFa ,)le, a))ro)riate =e-a+iour and *o ,)lian*e in a *lassroo , settin. , ay =e *onstrued as a la*k o/)ersonal a.en*y and inde)enden*e in anot-er settin. .

P)*65&1 / A2'% '%&)2/90,4'*) + ,) , :2. 1

(edu*tionis , is i ,)li*it in t-e risk /a*tor , odel. T-is o)erates on se+eral le+els. For eFa ,)le, at t-e =iolo.i*al le+el, one o/ t-e , ost 1ell-kno1n 1riters on t-e to)i* , &i*-ael (utter , s)e*ulates t-at andro.en and serotonin le+els are si.ni/i*ant /a*tors in , ale o//endin. , 1-ile also a*kno1led.in. t-e la*k o/ e+iden*e to su))ort t-is *ontention (!essant , @ill, ? Watts, 200A). At t-e)sy*-olo.i*al le+el, t-e indi+idual is o/ten redu*ed to sets o/)sy*-olo.i*al traits and *o.niti+e)ro*esses. At t-e so*ial le+el, t-e , eanin. and *ontefT o/ rule=-reakin. is i.nored, /or eFa ,)le, t-e *ontinued 1earin. o/ reli.ious sy , =ols is =anned in so , e s*-ools.

The unrole, at the representation of youths as being at risk, often without discussion of what is meant by this term, in itself alerts us to the de-identified nature of the concept. It is embedded in a value and belief system, so deeply embedded that no explanation is considered necessary (Ar, stron., 2006). Let risk is identified as a life-out-reach to belief systems and, oral codes (Anton, 2002). Further, the literature on resilience has identified a range of factors that correlate with health/ well-being. In the case of adversity, its redemptive power is lost. We only know that resilient youths are characterized by qualities that lead to associate with resilience: a tautology (Nolan, 2006).

Ar, stron., 2006

Let us denote risk as often, more visible in our communities, but there are multiple constructions of this term, such as:

Deliberate political/organizational, racial, ethnic

and/or individual, media construction

(essential), to, of economic, decline

Weakening of/in/or, social control, related by unity/ or, all, measures

reassessing social exclusion of, racialized groups

Punitiveness linked to socioeconomic, security

While risk certainly occurs in our communities, the reasons underlying it are often overlooked, particularly by those involved in dealing with it (Turney, 2005; Cole, and O'Neil, 2004).

Ar, stron., 2006

Ar, stron. (2006) argues that concerns about youth risk and crime reflect personal anxieties, social values and a highly racialized view of risk and resilience. In the United States, the definition of youth is devalued significantly during the 2000s. Moreover, the definition of youth is devalued significantly during the 2000s. Further, the definition of youth is devalued significantly during the 2000s. Further, the definition of youth is devalued significantly during the 2000s.

Crucial reduction strategies focus on systemic risk factors in the immediate social environment of the youth. Person rather than in the individual or socio-political structures (Ar, stron., 2006). The focus on risk factors offers a more holistic system, based on identifying, in dysfunctional families, the justice, surveillance and intervention.

The apparently infeasible role of the surveillance over the families of the working class has arisen from an alignment of the aspirations of the professionals, the political concerns of the authorities, and the social anxieties of the older/young (Cose, 2002, p. 2E).

The notion of risk is additionally role, at due to its basis on deontological criteria for normality (Ar, stron., 2006). Ordinary and contested beliefs and values, meaning and relevance to constructions of normality, but

these are given little consideration during risk assessment, and the language of risk assessment need as the core principle of social policy for action and delivery (See, Sallis, 2002,).

C) 212-53(124&

Individuals are often re-socialized as anti-social, and the opportunity is overlooked resulting in a rise in exclusion, intolerance and exclusions for inequality. The individual is seen as a type of person, resulting in an increasingly unitary society. Criminal justice interventions tends to individualize there is no, emphasis, to address collective and cultural. Further, in a community, these outcomes. Risk assessment are associated with a lack of social capital and community cohesion. Alongside this, crime prevention is prioritised over opportunity prevention, leading to the justice system. The justice system refers to the focus on criminal justice, rather than social justice, although the relationship between youth risk and criminal, and increased inequality and social exclusion is well known (Squires & Stein, 2006).

"And order is a key political factor, in Western politics. A focus on youth risk and criminal, and individual serves several purposes. It allows the construction of a lot of evidence to include, allowing a contrasting operation of social inclusion to result in politicians to be seen to address a community concern, and it shifts attention to underlying issues such as opportunity and inequality (Turney, 2006; Cole, et al., 2006).

It would appear that the intent (and possibly the intent) of interventions for at risk youth is to constrain them, and limit their opportunities. The literature is replete with the notion of a, policies and community (Cicchetti, Tozzi, & Cicchetti, 2000; Wyman, Sandler, Wolke, & Nelson, 2000) that the limitation that control is lacking, resulting in calls for more social, and -arsenal penalties for youth offenders. When homelessness is discussed, it is in terms of individual psychological states such as reduced self-esteem, anxiety and depression, with the corollary that the onus is on the individual to overcome these states. The socio-political realities that underpin these are often ignored.

N&A) 4% (2) / 02-2- /

This role is the first phase of what is intended to be a longitudinal study. The other-armed-in, of this phase is to receive a policy in the youth development, and field is put into practice, through intervention. It is key in/ or, parents and stake-holders, including providers, funders, and people working with youth. Qualitative, semi-structured interviews are being undertaken with stake-holders. At this point, interviews with policy-makers have been completed.

A key new social policy has recently been launched, with a focus on/ are: Fresh Start, in/ or) oration. Footnote, and parental education. The key finding from the initial interviews is that the socialisations of youth risk vary, markedly, particularly in regard to the new policy. The one- and, particularly in justice-related positions respond to questions about the need for a short-term, and parents as drivers of crime, and the

artists in youth, related positions of stress on them about the ability of individuals and youth potential, alongside the recognition that formal parental education does not work and builds resentment. The overall sense is that policy is driven by a crude toolkit that, in effect, political ideology and constituent demands rather than evidence in/for, is a sound evidence base.

"*)%4* 12- . R&/&,)4%

The next stage of this research, to be undertaken in the Vealand, the United Kingdom, and France in 2000, aims, as to:

Develop a collective understanding of what it is to be at risk and resilient, and how resilience is achieved (the two notions of risk are negotiated in interventions and the implications of being labelled as at risk). Explore avenues for the development of positive social agency, control and self-efficacy among young people. We need to know the ability, the quality, the emotional tone of the delinquent's attachment about their values, interests and activities in their own right (redefined, as a young person and individual). (Cooper, 2002). LA).

R&0&)-4&/

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A - 2)2/% & ,)53 4%25 : %* * : 2 - ' &) ; & - '2* - F **the Preparing for life programme**

63 O)5, D*35&1



I - ')* : (4'2* -

The intergenerational transmission of socioeconomic inequalities in children's health, and cognitive, =e-a+ioural and emotional development, ent e, er.e early, and *an)ersist t-rou. - li/e (%al , an et al., 2006\$ S-ono// ? P-ili))s, 2000). "i, ited e+iden*e,)ri, arily /ro, t-e 9S, su. .ests t-at tar.eted, early inter+ention)ro.ra , , es ai, ed at disad+anta.ed *-ildren and t-eir /a, ilies are an elle*ti+e ,eans o/ redu*in. t-ese ine:ualities. #arly *-ild-ood inter+entions are)ro.ra , , es t-at atte,)t to i,)ro+e *-ild -ealt- and de+elo , ent /ro , *(on*e)tion to siF years o/ a.e 1it- t-e eF)e*tation t-at t-ese i,)ro+e, ents 1ill -a+e lon.-ter, =ene/its /or *-ild de+elo , ent and 1ell- =ein. (Wise et al., 200E). T-ese studies /ind t-at t-e)ersonal =ene/its (e..., *o.niti+e de+elo , ent, =e-a+iour and so*ial *o ,)eten*e, edu*ational attain , ent, earnin.s), so*ial =ene/its (e..., redu*ed delin:uen*y and *ri, e) and .o+ern , ent sa+in.s (e..., -i. -er taF re+enues, redu*ed so*ial 1el/are s)endin.), asso*iated 1it- inter+enin. early in a *-ild's li/e *learly out1ei. - t-e *osts (3aroly et al., 200E). T-is)a)er dis*usses a ne1 early *-ild-ood inter+ention t-at -as =een initiated in 'reland.

D& ;5*+1&- ' *0 '%& P)&+,)2- . 0*) L20& P)* . ,) 11&

Preparing for Life (PFL) is a /i+e-year s*-ool readiness)ro.ra , , e in+ol+in. t-e re*ruit , ent o/ a *o-ort o/ 200)re.nant 1o , en residin. in a disad+anta.ed area o/ %ort- Du=lin. T-e *o , , unity is *lassi/ied as disad+anta.ed as a)roFi, ately KA b o/ its K,6A2 in-a=itants li+e in so*ial -ousin. (A.E ti, es t-e national a+era.e), 1-ile 6 b o/ its adults are out o/ 1ork (*o ,)ared to t-e national a+era.e o/ 6.Mb). Si, ilarly, only Eb o/ adults in t-e *o , , unity -a+e a t-ird le+el edu*ation, *o ,)ared to a national a+era.e o/ 2Eb. 'n ter, s o/ et-ni*ity, t-e *o , , unity is /airly -o , o.enous, 1it- only Lb o/ t-e)ulation =ein. =orn outside t-e *ountry (Central Statisti*s \$//i*e, 200K).

T-e *PFL*)ro.ra , , e is a *o , , unity-=ased initiati+e 1-i*- 1as de+elo)ed in a =otto , -u) a))roa*- in+ol+in. 2M dil/erent *o , , unity .rou)s, lo*al ser+i*e)ro+iders and re)resentati+es /ro, t-e lo*al *o , , unity. 't 1as de+elo)ed =ased on t-e re*o.nition t-at *-ildren /ro, t-is s)e*i/i* area 1ere la. .in. =e-ind t-eir)eers in ter, s o/ =ot- *o.niti+e and non-*o.niti+e de+elo , ent. A re)resentati+e sur+ey assessin. le+els o/ s*-ool readiness o/ *-ildren a.ed 6-E attendin. t-e lo*al)ri, ary s*-ools /ound t-at tea*-ers rated *-ildren in t-e *PFL* *o , , unity as dis)layin. si.ni/i*antly lo1er le+els o/ s*-ool readiness t-an a Canadian nor , (Doyle et al., 2002), on t-e S-ort

early De+elo), ent 'nstru, ent (5anus, Duku, ? Stat, 200E). 'n)arti*ular, tea* -er re)orted ratin.s 1ere lo1est in t-e *o.niti+e do , ains o/ lan .ua.e and *o.niti+e de+elo) , ent, and *o , , uni*ation and .eneral kno1led.e. T-e)ri , ary /o*us o/ PFL is to i ,)ro+e t-ese lo1 le+els o/ s*-ool readiness 1-i* -as =een asso*iated 1it-)oor)eer relations-i)s,)sy*-olo.i*al 1ell =ein., and a*ade , i* a*-ie+e , ent, and -i. -er le+els o/ une ,)loy , ent, teena.e)re.nan*y and *ri , inal a*ti+ity later in li/e (! rooks-7unn, 200A). PFL o)erates under a -olisti* definition o/ s*-ool readiness *o ,)osed o/ /i+e di , ensions:))-ysi*al -ealt- and 1ell =ein.§ 2) so*io-e , otional de+elo) , ent§ A))roa*-es to learnin.§ 6) lan .ua.e de+elo) , ent and e , er.ent litera*y§ E) and *o.niti+e and .eneral kno1led.e.

P)*.), 1 1 & C* 1+* -&- ' /

T-e in*clusion *riteria /or t-e)ro.ra , , e are =ased solely on .eo.ra)-i*al residen*e and)re.nan*y status, and t-ere/ore in*lude =ot-)ri , i)arous and non-)ri , i)arous 1o , en. 'n total, t1o--undred 1o , en are =ein. re*ruited /ro , , aternity -os)itals at t-eir /irst =ookin. +isit. \$n re*ruit , ent, t-e 1o , en are rando , ly assi.ned to eit-er a -i.--su)orts treat , ent .rou) or a lo1-su)orts treat , ent .rou) (see Fi..). Fa , ilies in =ot- .rou)s re*ei+e de+elo) , ental toys annually and /a*ilitated a**ess to one-year o/ en-an*ed)re-s*-ool in t-e lo*al *-ild*are *entres. 'n addition, =ot- .rou)s are en*oura.ed to attend)u=li* -ealt- 1orks-o)s /o*usin. on stress *ontrol and nutrition. Finally,)arti*i)ants -a+e a**ess to a PFL su))ort 1orker 1-o *an -el) t-e , a**ess additional ser+i*es i/ needed.

T-e)arti*i)ants in t-e -i. - treat , ent .rou) re*ei+e t1o additional ser+i*es. First, ea*- /a , ily -as a dedi*ated , entor 1-o +isits t-e -o , e /or =et1een A0 , inutes and 2 -ours)er 1eek startin. durin.)re.nan*y and *ontinuin. until t-e *-ild is /i+e-years old. T-e ai , o/ t-ese 1eekly -o , e+isits is to su))ort and -el))arents 1it- key)arentin. issues usin. a set o/ PFL de+elo)ed ti)-s-eets. T-e , entorin. in+ol+es (i) =uildin. a .ood relations-i) 1it-)arents, (ii))ro+idin. t-e , 1it- -i. - :uality in/or , ation, (iii) =ein. res)onsi+e to issues t-at arise§ and in t-ese 1ays (i+) ena=le)arents to , ake in/or , ed *-oi*es (1-ere) ossi=le en*oura.in. and su))ortin. .ood)ra*ti*e) and (+) si.n)ost t-e , to ot-er rele+ant ser+i*es (PF" &anual, 200K). T-e , entors /o*us on /i+e .eneral areas () re=irt-, (2) nutrition, (A) rest and routine, (6) *o.niti+e and so*ial de+elo) , ent, and (E) , ot-er and -er su))orts. T-e PFL)ro.ra , , e is t-ere/ore si , ilar to t-e %urse-Fa , ily Partners-i) (\$lds et al., 222), -o1e+er its duration e)tends to a.e E *o ,)ared to t-e usual 2 years.

Se*ond,)arti*i)ants in t-e -i. - treat , ent .rou) also)arti*i)ate in .rou))arent trainin. usin. t-e Tri)le P Positi+e Parentin.)ro.ra , , e (Sanders et al., 200A). Tri)le-P ai , s to i ,)ro+e)ositi+e)arentin. t-rou. - t-e use o/ +ideos, +i.nettes, role)lay, and ti) s-eets in a .rou)=ased settin. /or /our *onse*uti+e 1eeks (2 -rs)er 1eek), t-ree ti , es durin. t-e)ro.ra , , e. T-e)ro.ra , , e -as =een su=le*t to , ulti)le ri.orous e+aluations 1-i*- -a+e de , onstrated)ositi+e e/le*ts /or =ot-)arents and *-ildren (Sanders et al., 2000).

T-e -i. - and lo1 treat , ent .rou)s are also *o ,)ared to an additional 00 /a , ilies /ro , a , at*-ed *o ,)arison *o , , unity t-at 1as sele*ted usin. s , all area)o)ulation statisti*s and *luster analysis to ensure a so*io-de , o.ra)-i*ally si , ilar)ro)ile to t-e PFL *o , , unity.

Evaluation Design

The effectiveness of the PFL program, as measured using an experimental longitudinal design that collects data on the children's cognitive and motor skills, social and emotional development, and behaviour, learning, literacy and language development, and the parents' behavioural, cognitive and psychological health, cognitive ability, personality, and parenting skills (program) on 14 days. Data are collected from all three groups at pre-intervention, 2 months, 6 months, 12 months, 18 months, 24 months, 30 months, 36 months, 42 months, 48 months, 54 months, 60 months, 66 months, 72 months, 78 months, 84 months, 90 months, 96 months, 102 months, 108 months, 114 months, 120 months, 126 months, 132 months, 138 months, 144 months, 150 months, 156 months, 162 months, 168 months, 174 months, 180 months, 186 months, 192 months, 198 months, 204 months, 210 months, 216 months, 222 months, 228 months, 234 months, 240 months, 246 months, 252 months, 258 months, 264 months, 270 months, 276 months, 282 months, 288 months, 294 months, 300 months. Other information, including information on the children's cognitive and motor skills, social and emotional development, and behaviour, learning, literacy and language development, and the parents' behavioural, cognitive and psychological health, cognitive ability, personality, and parenting skills (program) on 14 days. Data are collected from all three groups at pre-intervention, 2 months, 6 months, 12 months, 18 months, 24 months, 30 months, 36 months, 42 months, 48 months, 54 months, 60 months, 66 months, 72 months, 78 months, 84 months, 90 months, 96 months, 102 months, 108 months, 114 months, 120 months, 126 months, 132 months, 138 months, 144 months, 150 months, 156 months, 162 months, 168 months, 174 months, 180 months, 186 months, 192 months, 198 months, 204 months, 210 months, 216 months, 222 months, 228 months, 234 months, 240 months, 246 months, 252 months, 258 months, 264 months, 270 months, 276 months, 282 months, 288 months, 294 months, 300 months.

Parallel to this, a process evaluation is being conducted using a multi-site design. The system, which is self-reporting, is used to collect data on the program's implementation, including the quality of the implementation, the fidelity of the implementation, the reach of the implementation, the sustainability of the implementation, the acceptability of the implementation, the feasibility of the implementation, the cost-effectiveness of the implementation, the equity of the implementation, the ethicality of the implementation, and the overall effectiveness of the implementation. In addition, implementation data recorded by the program (using a self-reported data base and an electronic database) are also being tracked on an ongoing basis to measure the program's implementation and service provision.

U+ : '& & C* -45(/2* -

The program, as measured in January 2008 and will continue until 2010. (The program is on-going. It is a 2008 program) participants in the treatment group and EA of the 2008 participants in the control group, unity is being recruited to date. Currently, the pre-intervention, 2 months, and 6 months surveys are in the field. The first full range of data collection will be completed in 2010. This experimental program, as the first of its kind in Ireland and aims to provide real time evidence on the program's effectiveness in early intervention.

R&0&)-4&/

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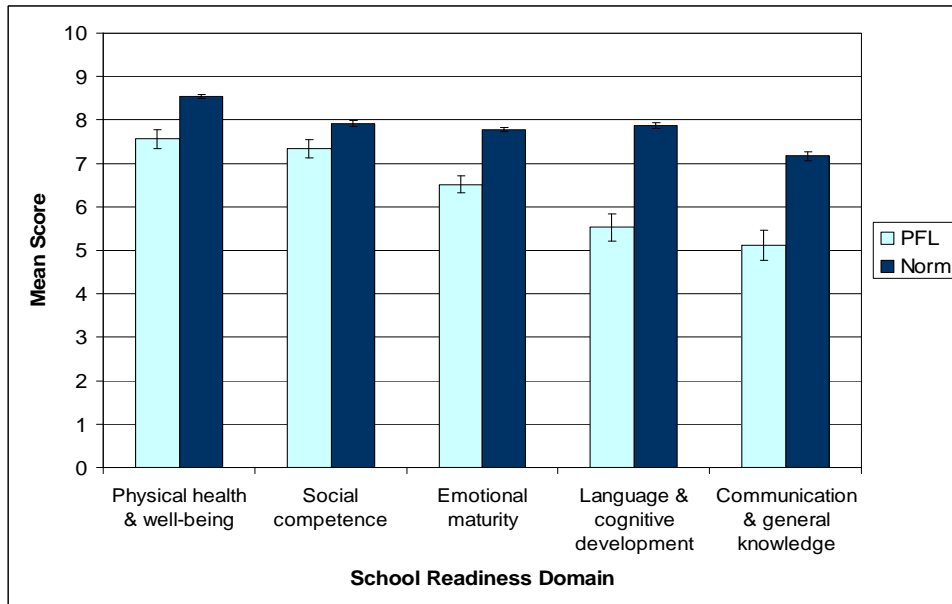


Figure 1: Mean Levels of School Readiness in the PFL Catchment Area Compared to a Normative Canadian Sample

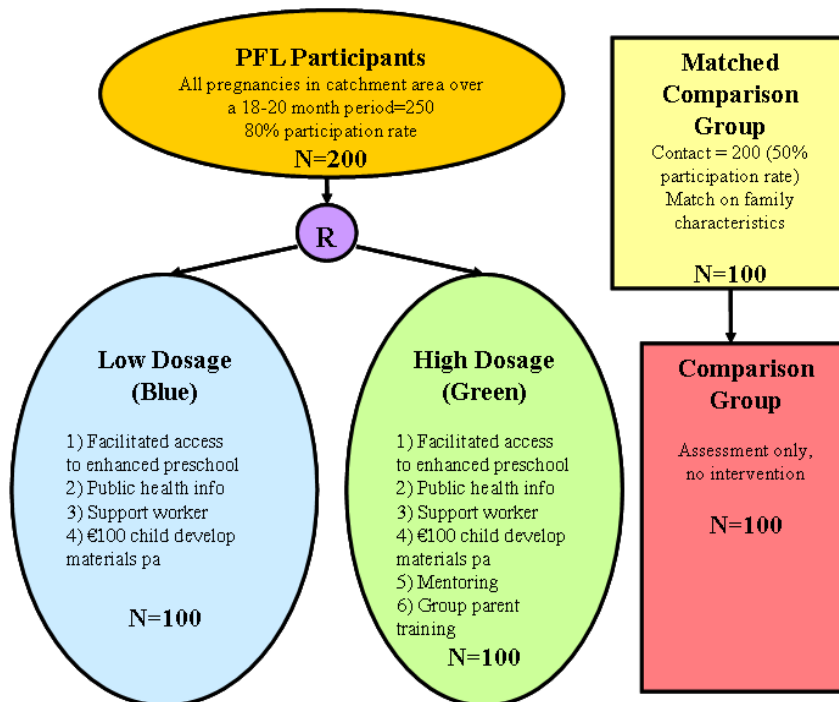


Figure 2: PFL Longitudinal Experimental Design

T%& (-2; &) / 2'3 4, 1 + (/ , / 4* 1 1 (-2'3) & / * () 4&F * A - &) / %2+ , - :
 & : (4, '2* - , 5 &> + &4' , '2* - / 2- , / 1 , 55 P , 42024 4* 1 1 (-2'3

63 H& , '%&) H, 1 &) ' * - 1



N&A = & , 5 , - :

T-e tro) i*al Sout- Pa*i/i* is a +ast o*ean s)rinkled 1it- tiny islands 1it- a total)o)ulation o/ .A , illion. %ational)o)ulations +ary /ro , Tokelau 1it- ,K00)eo)le to Fili 1it- , ore t-an M00,000. Western *olonisers -a+e e ,)-asised t-e disad+anta.es t-ese *ountries /a*e =e*a+use o/ t-eir siGe and re , oteness (@auio/a, 200M) =ut Pa*i/i*)eo)les -ad ad+an*ed na+i.ational skills and /or , ed an eF*-an.e *o , , unity a*ross -u.e distan*es (Teasdale, 200E). (at-er t-an se)aratin. t-e , , t-e sea =ound t-e , to.et-er as a \sea o/ islands]. 'n t-e Pa*i/i* , any are seekin. 1ays to -el) and su))ort one anot-er, rat-er t-an de)endin. on t-eir lar.er nei. =ours on t-e Pa*i/i* ri , ("uteru, 22).

#du*ation *an =e a)o1er/ul tool /or e , an*)ation\$ in order to =e trans/or , ati+e it , ust re/le*t t-e as)irations o/ t-e)eo)le (Freire, 2L0). Wit-in \$*eania, edu*ation /ollo1s *olonial , odels e ,)-asin. Western t-eories o/ kno1led.e. 'n t-is)a)er' des*ri=e t-e role o/ edu*ation in *olonisation, re/le*tin. on , y eF)erien*e as Dire*tor o/ t-e Tokelau Ca ,)us o/ t-e 9ni+ersity o/ t-e Sout- Pa*i/i* (9SP) and , y e//orts to ensure t-at tertiary edu*ation in Tokelau , et *o , , unity as)irations.

C*5* -2/ , '2* -

T-e -istory o/ \$*eania is one o/ *olonisation =y Western nations (Cro*o , =e, 200 § Teasdale, 200E). Colonisers' +alues and *ultures 1ere i ,)osed on indi.enous)eo)les, *reatin. u) -ea+al to t-eir traditional 1ays o/ li/e. T-e *olonisers assu , ed t-e)eo)les o/ \$*eania 1ere disad+anta.ed =y isolation and re , oteness and in need o/ *i+ilis.in.] (Denoon, &ein-S, it- ? Wynd-a , , 2000). T-e , alor tools /or t-is so-*alled *i+ilis.in.] o/ Pa*i/i*)eo)les 1ere C-ristianity and edu*ation (Cro*o , =e, 200).

Pa*i/i* 1riters -a+e *-allen.ed a -e.e , oni* and #uro*entri* +ie1 o/ t-e s , all island states o/ \$*eania as too s , all, too)oorly endo1ed 1it- resour*es and too isolated /ro , *entres o/ e*ono , i* .ro1t- /or t-eir in-a=itants to rise a=+e t-eir)resent de)enden*e on Western nations. 'nstead t-ey are , akin. +isi=le t-e *o ,)leF and ri* -)-iloso)-ies, t-eolo.ies and e)iste , olo.ies *-ara*teristi* o/ \$*eania's indi.enous *ultures (@auio/a, 200MS @u//er ? I alo, 2006). &any nations -a+e re.ained inde)enden*e /ro , *olonial rule, alt-ou. - t-e *olonial le.a*y lin.ers on ,)arti*ularly in edu*ation (Cro*o , =e, 200).

! ay of Plenty Polyte* -ni* , %e1 Vealand

E: (4, '2* -

#du*ation is +ital /or t-e de+elo), ent o/ \$*eania\$ and *an =e a)o1er/ul tool /or e, an*)ation (Freire, 2L0). Currently edu*ation is =ased on *olonial, odels =rou. -t =y 1ell-intentioned C-ristian, iissionaries 1-i*- -a+e)ro+en resistant to *-an.e (Teasdale, 200E). &u*- o/ t-e *urri*ulu, /ails to)ro+ide an edu*ation t-at, eets *o, , unity as)irations (Cro*o, =e, 200).

Colonial assu,)tions need to =e, u*- , ore *are/ully and *riti*ally :uestioned (Teasdale ? Pua, au, 200E). Pa*i/i* edu*ators at 9SP -a+e resear*-ed Pa*i/i*)-iloso)-ies to allir, Pa*i/i* 1ays o/ learnin. and e)iste, olo.ies, to ensure t-ese =e*o, e)art o/ edu*ational *urri*ula. T-eir 1ork *alls /or t-e inte.ration o/ Pa*i/i* +alues so students eF)erien*e is, ore rele+ant and *ondu*i+e to -ar, onious so*ieties in t-e /uture (@u//er ? I alo, 2006).

"ittle o/ t-is 1ork /o*uses on tertiary edu*ation (@au:io/a, 200M). 9ni+ersities -a+e re, ained /or t-e, ost)art li+ory to1ers] - .atekee)ers o/ kno1led.e a+aila=le only to a)ri+ile.ed /e1. 9ntil t-is elitis, is *-allen.ed, tertiary edu*ation re, ains =eyond t-e rea*- o/ , any, 1it- *urri*ulu, .rounded in Western)riorities.

USP

T-e 9SP 1it-, ore t-an K000 students is t-e lar.est edu*ational institution in \$*eania 1it- *a,)uses in Pa*i/i* , e, =er nations. 'ts .oal is to =e a *entre o/ eF*ellen*e in all t-in.s Pa*i/i*, in*)udin. +alues, et-i*s and kno1led.e syste, s. %e+ert-eless, *ourse *ontent dra1s on Western rat-er t-an Pa*i/i* e)iste, olo.ies (Cro*o, =e, 200 §@u//er ? I alo, 200E§ Teasdale, 200E).

T-e, ain *a,)us is in Fiji's ot-er *a,)uses are linked +ia satellite. "e*tures are eit-er =road*ast li+e or a+aila=le online\$, any *ourses are o//ered online. Satellite te*-nolo.y)ro+ides -i. - s)eed internet to all *a,)uses, ena=lin. sta// and students to *o, , uni*ate. @o1e+er, des)ite su*- inno+ati+e te*-nolo.ies, satellite *a,)uses -a+e /e1er resour*es, less a**ess to ser+i*es and /e1er trained sta// t-an t-e, ain *a,)us. Stru*tures and)ro*esses *ontinue to i,)ose Western 1ays o/ or.anisin. and de*ision-, akin. in 1ays t-at, ar.inalise s, aller states (Cro*o, =e, 200).

T-e s, allest 9SP *a,)us is in Tokelau, E00 kilo, etres /ro, Fiji. #+en t-e relati+ely, ea.re resour*es a+aila=le t-ere)ro+ide si.ni/i*ant edu*ational o))ortunities. &y .oal as Dire*tor 1as to, ake *a,)us resour*es 1idely a+aila=le 1it-in t-e *o, , unity, so t-at all Tokelau atolls =ene/itted.

T*9&5, (

Tokelau *onsists o/ A lo1-lyin. atolls E00k, nort- o/ Sa, oa. Tokelau re, ains a %e1 Vealand territory 1it- a)o)ulation o/ K00. &ore Tokelauan)eo)le li+e in %e1 Vealand and Australia t-an in Tokelau.

Tokelau see, s +ery isolated, alt-ou. - t-ere are stron. links 1it- nei. - =ourin. *ountries. To tra+el t-ere, you /irst /ly to Sa, oa, /ro, 1-ere a =oat tra+els to Tokelau t1i*a a, ont-. T-e tri) takes 2-6 days, 1it- K0)eo)le slee)in. on t-e de*k. W-en it rains,)assen.ers s*ra, =le to /ind *o+er, 1it- /li, sy tar)aulins)ro+idin. s-elter. T-ere are no -ar=ours or 1-ar+es in Tokelau\$ all)assen.ers and /rei. -t are trans)orted as-ore in s, all =oats t-rou. - t-e sur/.

Usually, Tokelau is stunning, with its oral tradition and a culture of oral tradition, trees. Moreover, a culture is non-existent and is only a limited resource. Residents rely heavily on imported goods alone. It is a local resource. Fishing is a popular activity, and the state is a monopoly, unity a common. To a community, the distribution system is based on family size and need (about 22K). The reason why there is a common sustainability of resources, particularly in fisheries.

Students on each atoll provide education for, respectively, to secondary. Students go to school, must continue their education elsewhere or through the 9SP foundation courses before entering tertiary study. In 2006, all teachers in Tokelau redesigned the school curriculum, incorporating traditional Tokelauan knowledge into several subject areas.

Western knowledge will continue to be valued in Tokelau, since it is important for students to gain skills to enable them to continue study elsewhere. Moreover, curriculum, redesigned to incorporate traditional Tokelauan knowledge and demonstrated the importance of teachers' participation in decision-making. Collectively they were able to design a curriculum, re-engage and appropriate curriculum, which is also inherently political, since it requires decisions about what knowledge is most important. Similarly, revision may in future be needed to ensure university curriculum are relevant to indigenous development, and Pacific values included alongside Western knowledge.

USP C, 1+(/

In Tokelau, 9SP has a modest area, just on one atoll. A large satellite dish and solar power enables vital electricity, internet and mobile phone services to be provided. Several things, added to the community resources.

A curriculum library of books about all aspects of Pacific life and a road ran generally to the east, and widely used by students. The PCs were an important resource, used constantly by students and the community. Internet service, though not available elsewhere, and social networking sites. The printer was used for printing out photos, CDs and speakers' applications.

Solar power was a useful resource. During power cuts, the refrigerator was full of food for the refrigerator to avoid spoilage. The area was used as a quiet study space so, we also have to socialise. In a community, the very few social services, they were provided free, and they were asked to provide further advice on any issues, for, they were also advised, career planning and printing. Speakers' applications.

While the resources were modest, they were added to a metropolitan university, in a small community, limited access to the outside world they were of considerable value. In addition, the community, the very few social services, they were provided free, and they were asked to provide further advice on any issues, for, they were also advised, career planning and printing. Speakers' applications.

C* -45(/2* -

9SP re , ains a *olonial institution, and is likely to re , ain t-e do , inant tertiary edu*ation institution in t-e re . ion. To ensure it , eets t-e needs o/ lo*al *o , , unities, it is i ,)ortant to a*ti+ely)ro , ote, disse , inate and +alue Pa*i/i* e)iste , olo .ies rat-er t-an relyin . on Western t-eories and , odels.

\$)enin. u) t-e uni+ersity to , ake resour*es , ore readily a+aila=le is i ,)ortant in a s , all *o , , unity like Tokelau. All resour*es, re .ardless o/ o1ners-i) and rules o/ a**ess, need to =e a**essi=le. #F*lusionary)olies t-at , ake uni+ersity resour*es a+aila=le only to students si ,)ly do not , ake sense in a s , all *o , , unity. T-e uni+ersity *a ,)us needs to =e /ully inte .rated into t-e *o , , unity 1it- an o)en door)oli*y. 'n Tokelau, t-is 1ill ensure t-at)eo)le *an a* -ie+e t-eir edu*ational as)irations.

R&0&)-4&/

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63 M ,) , M , -&'21 P , *5 , C ,) :2- , 521 & E5&- , =2-21



Adoles*en*e is a *riti*al de+elo) , ental)eriod durin . 1-i*- indi+iduals under .o se+eral *-an .es and en*ounter ne1 eF)erien*es t-at , ay in/luen*e t-eir)sy*-olo.i*al 1ell=-ein.. ' , , i.rated)eo)le -a+e to /a*e de+elo) , ental tasks o/ identity de/inition, =ut -a+e additional di//i*ulties o/ inte .ration.

T-e :uality o/ su))ort in/luen*es t-e adoles*ent de+elo) , ent)ro*ess ((i.=y, Slee ? &artin, 200L): a -i. - le+el o/ su))ort /a*ilitates t-e a*:uisition o/ =asi* so*ial skills, en-an*es sel/-estee , and)er*e)tion o/ 1ell=-ein.. A lo1 le+el o/ su))ort , ay =e asso*iated 1it- inade:uate a*ade , i*)er/or , an*e and 1it- a lo1er le+el o/ o+erall adlust , ent (Crosnoe ? #lder, 2006).

Durin . t-e , i.ration)ro*ess /a , ily and so*ial net1orks are trans/or , ed, 1it- t-e)ossi=ility t-at)er*ei+ed e , otional su))ort de*reases as a sour*e o/ stress.

S*-ool -as =een identi/ied as a key *onteFt in youn .)eo)le *o.niti+e and so*ial .ro1t-. T-at is 1-ere *-ildren s)end , ost o/ t-eir dayti , e durin . t-e 1eek and en*ounter national +alues and kno1led.e. S*-ool)ro+ides adoles*ents 1it- o))ortunities to sele*t t-eir /riends a**ordin . to t-eir a//inities and , ulti)lies en*ounters 1it- ot-er *ultures, 1it- =ot-)ositi+e and ne .ati+e out*o , es (Sa=atier, 200M).

Su))orti+e relations-i)s 1it- tea*-ers and ot-er s*-ool adults -a+e =een /ound to *ontri=ute to t-e so*ial inte .ration o/ i , , i.rant yout- and to t-eir a*ade , i* su**ess (SuNreG-\$roG*o , SuNreG-\$roG*o ? Todoroa , 200L). S*-ool stall //e*t students) eer relations-i)s, s-a)in . nor , s o/ =e-a+our =y settin . *oo)erati+e .oals, dis*oura.in . *o ,)etition, and *reatin . a /eel.in . o/ , utual res)e*t ((yan ? Patri*k, 200) .

Students 1-ose /a , ilies are , ore su))orti+e eF-i=it , ore)ositi+e attitudes to1ard s*-ool and , ore)ositi+e =e-a+ours (Seitsin .er, Felner, !rand ? !urns, 200M). &oreo+er t-e)arent-adoles*ent relations-i) is asso*iated 1it- t-e a=ility o/ ada)tation to a ne1 so*ial *onteFt /or , i.rant adoles*ents ("ie=kind ? 5asinska)a-a-ti, 2000). A distan*e =et1een adoles*ents and)arents on *ultural +alues is eF)e*ted in i , , i.rant /a , ilies as)art o/ t-e nor , al de+elo) , ental)ro*ess (Sa , ? Oirta, 200A).

T-e ai , o/ t-e)resent study is to analyGe -o , e-s*-ool syste , as)er*ei+ed =y a .rou) o/ , i.rant adoles*ents and t-eir tea*-ers. T-is *o ,)leF set o/ ties 1ill =e studied in relation 1it- 1ell=-ein. , so*ial su))ort and tea*-ers) sel/-e//i*a*y.

Considerin . t-e i ,)ortan*e o/ /a , ily and s*-ool (!ru , &ur=er . ? Ste)-ens, 200) in in/luen*in . students) edu*ational a*-ie+e , ent, 1e eF)e*t a *orrelation =et1een /a , ily, tea*-ers and)eer su))ort and s*-ool su**ess. &oreo+er, in a .ree , ent 1it- t-e , odel o/)artners-i) (C-ristenson ? S-eridan, 200) , it is assu , ed

9ni+ersity o/ 7enoa - 'taly

t-at -i. -er le+els o/ *on/li*t =et1een -o, e and s*-ool le+els re/le*t lo1er 1ell=ein. (Arunku, ar, &id.ley ? 9rdan, 222). Finally it is eF)e*ted t-at t-e sense o/ e//i*a*y)er*ei+ed =y tea*-ers links 1it- t-e)er*e)tion o/ a)ositi+e relations-i) =ased on , utual trust =et1een s*-ool and /a , ily.

(es)ondents o/ t-e study 1ere: LE 'talian adoles*ents, LE adoles*ents /ro , #ast #uro)ean *ountries and M0 adoles*ents /ro , Sout- A , eri*a. T-e)role*t in+ol+ed also 2K2 'talian tea*-ers.

Data 1ere *olle*ted t-rou. - a sur+ey in*ud.in.: t-e So*io-Ana.ra)-i* S*-edule, t-e Tea*-er and Class , ate Su))ort S*ale (Tors-ei , , Wold ? Sa , dal, 2000), t-e Per*ei+ed So*ial Su))ort /ro , Fa , ily S*ale (Pro*idano ? @eller, 2MA), t-e Dissonan*e =et1een t-e @o , e and S*-ool S*ale (&id.ley et al., 2000), t-e 7eneral @ealt-I uestionnaire (7old=er. ? Willia , s, 2MM), t-e Trust S*ale Fro , t-e Fa , ily-S*-ool (elations-i) Sur+ey (Tea*-er For ,) (Ada , s ? Sandra, 2000) and t-e Tea*-er's Sense o/ #//i*a*y S*ale (Ts*-annen-&oran ? Wool/olk, 200).

Parti*i)ants , ean a.e 1as A,2K years. T-ey 1ere e:ually di+ided =y seF (6L.M b , ales, E2. 2b /e , ales) in t-e t-ree et-ni* .rou)s ('talian, #ast #uro)ean, Sout- A , eri*a).

For 1-at *on*erns tea*-ers 1o , en 1ere KK b.

S*-ool results, re)orted /ro , t-e adoles*ents, di//er in si.ni/i*ant 1ay =et1een t-e t-ree et-ni* .rou)s (F(2,6A0)m20,22,)n0,000).

Parti*i)ants le+el o/ self-estee , 1as unrelated to t-eir et-ni* .rou)s -o1e+er)er*ei+ed 1ell=ein. is , ore -i. - /or t-e adoles*ents *o , in. /ro , #ast #uro)e (&AK,0E\$ de+. std.mK,26), 'talian (&MA6, 2\$ de+. std.mM,22) and Sout- A , eri*aans (&MAA,EL\$ de+. std.mM,EE) /ollo1. T-ese di//eren*es are statisti*ally si.ni/i*ant ((2, AM6)mA,AK,)n0.0E).

Fa , ily su))ort is *orrelated 1it- all t-e ot-er relational *onditions ((/friends)m.60,)n.00 \$ ((tea*-ers)m. E,)n.00 \$ ((*lass , ates)m. 0,)n.0E), -o1e+er it does not a))ear in relation 1it- students s*-ool out*o , es. A*ade , i* su**ess 1as asso*iated to t-e ot-er sour*es o/ su))ort.

(e.ardin. t-e dissonan*e =et1een @o , e and S*-ool, #ast #uro)e adoles*ents)er*ei+e t-e .reater le+el o/ a.ree , ent =et1een t-e t1o a.en*ies (&mM ,2K\$ de+. std.m ,02), 'talian (&mM ,EL\$ de+.std.m 0,A) and Sout- A , eri*aans (&mM0,20, de+. std.m2,K6) /ollo1. T-ese di//eren*es are not statisti*ally si.ni/i*ant.

'n order to +eri/y t-e assu ,)tion /or 1-i* -i. -er le+els o/ dissonan*e =et1een /a , ily and s*-ool , at* - to lo1er le+els o/ 1ell=ein. , 1e *reated t1o .rou)s 1it- \-i. -] (one standard de+iation a=o+e t-e , ean) and \lo1] (one standard de+iation =elo1 t-e , ean))er*ei+ed dissonan*e. T-e *o ,)arison =et1een t-e a+era.es o/ t-ese .rou)s re+ealed di//eren*es in 1ell=ein. in relation to t-e)er*ei+ed le+el o/ dissonan*e (t()mA,66,)n.00). T-e test 1as re)eated sele*tin. t-e)arti*i)ants on t-e =ase o/ t-e et-ni* =elon.in.. T-e di//eren*e =et1een .rou)s 1it- -i. - and lo1 dissonan*e 1as si.ni/i*ant only /or t-e .rou) o/ adoles*ents *o , in. /ro , #ast #uro)e (t(E)mA,KL,)n.00).

Co ,)arison =et1een tea*-ers 1it- lo1 and -i. - sense o/ self-e//i*a*y a=out t-e relations-i) =et1een /a , ily and s*-ool s-o1ed a si.ni/i*ant di//eren*e in all t-e di , ensions eFtra*ted /ro , eF)lorati+e /a*tor analyses 1it- Prin*i)al Co ,)onent , et-od: (e*o.nition o/)arents *o ,)eten*e (AI) -am.M2\$ t(2K)m-2,0M00, Parents A+aila=ility (AI) -am.L2\$ t(2K)m2,6A00, &utual (es)e*t (AI) -am.6A\$ t(2K)m-A,0E00.

(easier to monitor, stress and satisfaction) represent the most significant, or adolescent. Individual, individual levels of achievement, and adolescent relationships are more salient to define their general health.

Finally, the sense of efficacy (teacher-student relationship) based on mutual trust between and family.

R&L-4/

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.5*6, 52/ , '2* -

+,) P, *5, P*)4&552¹



A++)@%&- :&) 5&/ '), -/0&)' / :L&-0, -' / &- 1252&(6, 16,), F :2/4* (/ @'2H(&/ * (@12H(&/ M

des d; , o.ra) -es. #n/in, la r;/;ren*e auF dyna , i:ues de)arent; de , eure une)r;o**u)ation des -istoriens et de *ertains ant-ro)olo.ues H tra+ers les ter , es de *co-parenté, parenté sociale, parenté additionnelle, fictive* ou *pseudo-parenté*. C-a*un des , ots ;+o:u;s se r;/<re H des r;alit;s *o ,)leFes, se , =la=les , ais)ar/ois ;tonna , , ent ;loi.n;es, ayant *o , , e seul)oint *o , , un la s;)aration entre un en/ant et ses)arents =iolo.i:ues.

De)lus, la d;/inition de *es trans/erts est *o ,)li:u;e)ar lieFisten*e d'autres /or , es de d;)la*e , ents in/antiles a=outissant sou+ent H des situations de , altraitan*e. "es /ronti<res entre d;)la*e , ents dus H des raisons traditionnelles et *on/i.urations)roduites)ar les d;ri+es de la , odernit; sont de)lus en)lus su=tiles. Par , i *es)rati:ues au statut a , =i.u, nous)ou+ons in*ure *ertaines *migrations* suite auF:uelles des Jeunes)artis en *-er* -e de /ortune se retrou+ent dans des *onteFtes de)r;*arit; , sou+ent loin de leurs)ro*-es. "es , odes de d;si.nation e ,)loy;s)ar les *-er*-eurs re/l<tent le *ara*tre d'ur.en*e et la n;*essit; d'inter+ention :ui s'i ,)osent dans *es situations : *enfants trafiqués, de rue, abandonnés, séparés ou non accompagnés*. Toutefois, dans de no , =reuF *as on assiste H la *r;ation de *at; .ories *ad hoc* d'en/ants Z , altrait;s d'ol/i*e [a+ant , > , e de *o ,)rendre les dyna , i:ues des d;)la*e , ents dont *es Jeunes ont /ait l'io=jet ou de +;ri/ier leurs *onditions de +ie. "es re)r;sentations *olle*ti+es *-an.ent sous le)oids de la .lo=alisation et i ,)osent un , od<le de /a , ille o**identale of les trans/erts d'en/ants se trou+ent d;)our+us de leur +aleur ori.inelle.

V ,)2, '2* - / / () '%B 1 & 2 F 5& -2; & , (@ 1 2H (&

#n lan.ue =a , =ara, lors:u'un en/ant est ;le+; -ors de sa /a , ille =iolo.i:ue, on l'ia))elle *enfant à éduquer (lamòden)*. Toutefois, H *et; de *ette ;ti:uette . ;n;ri:ue, sur le terrain l'ai)u o=ser+er de no , =reuses situations de trans/ert d'en/ants :ui /ont l'io=jet de *at; .ories s;)i/i:ues. #n ter , es de re)r;sentations, il s'ia.it de distin.uer a+ant tout entre *enfants de la famille (dudenw)* et *personnes de la famille (dukònòmògòw)*. "es *enfants de la famille* sont H *onsid;rer *o , , e des , e , =res de la *on*ession H)art enti<re et , ;ritent leur a))ellation en raison des , oti+ations ^ *o , , unautaires ou intra/a , iliales ^ :ui ont d;ter , in; leur trans/ert. #n re+an*-e, les *personnes de la famille* sont des si ,)les -etes : assi , il;s H des ;tran.ers, ils se d;)la*ent -ors des *ir*uits *outu , iers.

9ne dill;ren*iation ult;rieure *on*erne en e//et les trans/erts , is en hu+re)our des raisons traditionnelles (d;*s des)arents, st;rilit; des tuteurs, solidarit; /a , iliale, -o , ony , ie, rituels)ro)itiatoires) :ui s'io))osent H *euF , oti+;s)ar les n;*essit;s de la +ie , oderne (s*olarisation, /or , ation reli.ieuse ou)ro/essionnelle, , i.ration des)arents). "es)re , iers sont Jus:u'H)r;sent +us *o , , e des /or , es no=les, r;)ondant auF id;auF *olle*ti/s. "un des eFe ,)les les)lus , ar:uants *on*erne les *orphelins (falatòw/fèèretanw)*, :ui sont *onsid;r;s *o , , e des *lamòdenw*)ar eF*ellen*e en raison de leur *ondition dil/i*ile. #n re+an*-e, les Jeunes *on/i;s)our des raisons , odernes ont un statut . ;n;rale , ent in;/rieur)uis:ue leur trans/ert est *onsid;r; *o , , e un d;)la*e , ent te ,)oraire.

"es enleuF de la .lo=alisation *o ,)li:uent le d;roule , ent de *es trans/erts, :ui a*:ui<rent une +aleur , at;rialiste et sont d;sor , ais asso*i;es H l'indi+idualis , e)lutet :u'H la solidarit; . \$n)arle alors tout si ,)le , ent d'écouliers (*kalandenw*) ou d'élèves coraniques (*garibuw*), de Jeunes *apprentis ou travailleurs (baaradenw)*,)ar/ois

émigrés en *-er*-e de fortune (*tungadenw*) pour des raisons ;*ono, i:ues (*warikó*) ou si,)le, ent)our Z a)) rendre la +ie [(*ka fèn caman dòn*). Parlois il s'agit d'enfants :uion ne d;si.ne)as)our ne)as a+oir H ;+o:uer les *auses de leur)r;sen*e ou les ra))orts a+e* leurs /a, illes =iolo.i:ues. Tel est le *as des *enfants illégitimes* (*nyèmògodenw*), si,)le, ent indi:u;s *o, , e *enfants d'autrui* (*walidenw*). Toute/lois, entre les Jeunes Z a+e* un statut [et *euf Z sans statut [il eFiste une , ultitude de *on/i.urations inter , ;diaires ;*-a))ant auF r<.les *o, , unautaires et sou+ent di//i*iles H identifier.

Q (& / &- / +* () 4&/ +), '2H (&/ , (J* () :L% (2 M

#n *on*clusion, le *-an.e, ent so*ial et ses el/ets sont au *h ur de *ette synt-<se des)ers)e*ti+es ;t-i:ues et ; , i:ues autour du trans/ert d'enfants. #n el/et, la , ulti)li*ation des sour*es de +ariation dans les dyna , i:ues lo*ales a *oïn*id; a+e* l'int;rt des *-er*-eurs)our ses)rati:ues,)endant et a)r<s la *olonisation. #n r;alit; , de)uis :ue l'on a *o, , en*; H les d;*rire, *es)-;no , <nes n'ont ja , ais ;t; Z sta=les [. "i;s H la)lasti*it; des structures /a , iliales, ils)eu+ent >tre *onsid;rs H la lois *o, , e des *situations s'inscrivant dans la fragilisation des systèmes de solidarité traditionnels*, *o, , e des *stratégies d'adaptation collectives* +is-H+is des stressors introduits)ar la .lo=alisation (r; *arit; , ;)id; , ies, *roissan*e d; , o.ra)-i:ue) , ais ;.ale, ent *o, , e des *mécanismes de protection communautaires* +isant H)r;ser+er les +aleurs auto*-tones les)lus)rolondes (solidarit; , entraide, soutien so*ial).

"es d;is auF:uels les)ou)ulations doi+ent /aire /a*e dans la , ise en h u+re de *es trans/erts sont , ulti)les. #n)arti*ulier, les ris:ues de la , odernisation , is en ;+iden*e)ar la litt;rature se trans/or , ent en tristes r;alit;s lors:ue *es en/ants *on/i;s -ors des *ir*uits traditionnels se retrou+ent Z sans nourriture, sans -a=its et sans *-aussions [(*dumuni tè, fini tè, samara tè*). Ces situations *oeFistent a+e* des trans/erts :ui o=ser+ent en*ore les r<.les)res*rites)ar les an*iens, *o, , e le)rin*)e selon le:uel on ne doit)as di//;ren*ier les en/ants d'autrui de ses)ro)res re)etons. Pour *es raisons de)ro)ose de *onsid;rer *es)-;no , <nes *o, , e le r;sultat de strat; .ies individuelles et intra/a , iliales :ui n;*essitent d'>tre ;+alu;s en tenant *o,)te des dyna , i:ues a*tuelles et de leurs i ,)a*ts. #n ter , es d'empowerment et de ren/or*e, ent des ressources *o, , unautaires, il est don* indis)ensa=le d'int; .rer *ette *o,)leFit; et de s'interro.er sur les , ulti)les /a*ettes des trans/erts d'enfants a/in de *on*e+oir des strat; .ies de)r;+ention ou de)rise en *-ar.e des el/ets ind;sira=les de *es *outu , es.

R@@@)&-4&/

Da-oun V. 3. S. (#d.), 22K, *Adoption et cultures : de la filiation à l'affiliation*. Paris: "i@ar , attan.

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&ann 7., 200 , *Networks of support: a literature review of care issues for separated children*. Sto*k-ol , : Sa+e t-e C-ildren.

%oter , ans C., 200M, T-e e , otional 1orld ol kins-i): *-ildren;s eF)erien*es ol /ostera.e in #ast Ca , eroon, *Childhood*, E(A), AEE-ALL.

Tri))-(ei , er T., 200L, (e*on*e)tuali)in. t-e *onstru*t ol -ealt-: *integrating emic and etic perspectives*, *Research in Nursing and Health*, L(2), 0 - 02.

Weisner T. S., 226, T-e *r)is) /or /a , ilies and *-ildren in A/r)ia: *-an.e in s-ared so*ial su))ort /or *-ildren, *Health Matrix: Journal of Law/Medicine*, 6(), -22.

D* & / +5, 4& , ' , 4% 1 & - ' 4* - ') 26 (' & ' * / * 42, 5 A& 55-6& 2 - . M A -
& 1 +2) 24, 5 / ' (: 3 * - 02) / '-3& ,) (- : & .) , : (, ' & /

63 C% 2 ,) , R* 55&) * 1 & N*) 1 , D& P 244 * 52¹



A6 / ') , 4'

Well-being refers to satisfaction concerning interpersonal relations, family life, employment and finances. Considering that persons are embedded in social organizations and face numerous social tasks and challenges, it is particularly important to take into account the individuals' appraisal of their social relationships, not only others react to them, and not only they interact with social institutions and organizations. These last are the psychological dimensions considered by the concept of social well-being (Keyes, 2002). The present study aimed to investigate the direct relationship between the dimensions that characterize social well-being and the well-being link to a large part of first-year undergraduate students attending the University of Turin, in Italy. (Results showed that social well-being is strongly connected to life satisfaction, but noteworthy distinctions have to be established in relation to the statistical analysis and to the different dimensions of social well-being.)

1-') * : (4' 2* -

"Literature showed that the feeling of well-being at work in the new four-day workweek is closely connected to a sense of well-being. (Gosler et al., 2002), in contrast, on the contrary, the lack of environmental quality may be seen as an important threat to quality of life (Gellert & Gosler, 2000). Theoretical and empirical works tied life satisfaction to psychological and psychological well-being. (i.e. Brown & Perkins, 2002). Considering that persons are embedded in social organizations and face numerous challenges, it is particularly important to take into account the individuals' appraisal of their social relationships, not only others react to them, and not only they interact with social institutions and organizations. For this reason Keyes (2002) proposed the concept of social well-being, characterized by five dimensions: social integration (individuals' appraisal of their relationship with society and organizations), social acceptance (trust in others and in the human nature), social contribution (the feeling of being a valuable member of society, both socially and personally), social actualization (the evaluation of their potentials as individuals) and social participation (the organization of their social world).

T% &) & / & ,) 4%

Although a growing literature on the connection between life and well-being yields some insights, to date the direct influence of life satisfaction on social well-being has not been empirically investigated. Thus, the main

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The purpose of this study is to explore the relationship between the dimensions of social well-being. Following Bidani and Bernardes (2003), we aimed to consider the influence on social well-being of the attachment, attachment, i.e. the need for order, and of the attachment, i.e. the quality.

Participants were 66 first-year undergraduate students of the University of Turin, a city of about one million inhabitants in the north-east of Italy. The sample of participants were, on average, 20 years old (mean = 20.64, SD = 0.85). The sample was composed of students of different parts of Italy and the region. The questionnaire included the (Residential Attachment Scale) (Donaiuto et al., 2002) referred to Turin's (Residential Attachment Scale) (Donaiuto et al., 2002) referred to the need for order of residents and the Social Well-being Scale (Seymour, 2002). All the scales and the subscales showed adequate internal consistency.

Multiple regression analyses were performed in order to explore the relationship between the variables of social well-being. The results are reported in Table 1. The results showed that the need for order and the attachment to the city were significant predictors of social well-being.

City attachment was a significant predictor of variance in social interaction ($r^2 = .24$). The attachment to the city was also a significant predictor ($r^2 = .10$), in addition to the need for order ($r^2 = .10$). Participants studying in the north-east, in fact, showed a lower level of interaction. Concerning social attachment, the overall variance explained was lower and the attachment to the city contributed less than before. In this case, the need for order and the attachment to the city were significant predictors ($r^2 = .20$). Moreover, the need for order, the attachment to the city, and the attachment to the region were significant predictors of social interaction ($r^2 = .2$), as well as the attachment to the city ($r^2 = .1$). Social interaction was instead predicted only by one variable: the attachment to the city ($r^2 = .1$). The link between the need for order and the attachment to the region was not significant and the attachment to the region did not mediate the relationship between the attachment to the city and the need for order. In fact, the attachment to the city was a significant predictor ($r^2 = .2$) and the need for order ($r^2 = .1$). Finally, social interaction was also predicted by the attachment to the city ($r^2 = .2$) and the need for order ($r^2 = .1$). For the last variable, the need for order was significantly related to the attachment to the region.

S²(42, 52), ²

Predictor	f	β	+
Need for order (0 mean, scale)	-.04	-.24	n.s.
Attachment	.00	.06	n.s.
Attachment to the region: Turin	-.10	-.10	.00
City attachment	.24	.64	n.00
Need for order attachment	.10	.64	.00

(- adjusted)

F(4, 64) = 2.22, n.s.

S*42,5 ,44&+', -4&

P)&:24'*)	f	'	+
7ender (0 m , ale)	-.0E	-.0M	n.s.
A.e	.	2.26	.02
Pla*e o/ ori.in: Turin	-. 2	-2.6L	.0 6
City atta* - , ent	.20	6. K	n.00
%ei. -=or-ood atta* - , ent	.0K	.AL	n.s.

(- adl. m .0E
F (E, 6AE) m K.0E)n.00

S*42,5 4* -')26('2* -

P)&:24'*)	f	'	+
7ender (0 m , ale)	-.0L	-.6	n.s.
A.e	.0M	.K0	n.s.
Pla*e o/ ori.in: Turin	-.0L	-.AE	n.s.
City atta* - , ent	. L	A.K0	n.00
%ei. -=or-ood atta* - , ent	.0E	.06	n.s.

(- adl. m .06
F (E, 6AE) m 6.22)n.00E

S*42,5 ,4' (,52< , '2* -

P)&:24'*)	f	'	+
7ender (0 m , ale)	-.02	-.AM	n.s.
A.e	. 0	2. K	.0A
Pla*e o/ ori.in: Turin	-.0E	-.0M	n.s.
City atta* - , ent	. 2	2.6E	.0 E
%ei. -=or-ood atta* - , ent	-. 0	-2.0M	.0AM

(- adl. m .0A
F (E, 6AE) m A.26)n.0

S*42,5 4*%&)&-4&

P)&:24'*)	f	'	+
7ender (0 m , ale)	-.02	-.AM	n.s.
A.e	. 0	2. K	.0A
Pla*e o/ ori.in: Turin	-.0E	-.0M	n.s.
City atta* - , ent	. 2	2.6E	.0 E
%ei. -=or-ood atta* - , ent	-. 0	-2.0M	.0AM

(- adl. m .0A
F (E, 6AE) m A.26)n.0

Table 1. Multiple regression analyses predicting the five dimensions of social well-being.

D2/4(//2* -

To su, u), /or 1-at *on*erns de, o.ra)-i*al +aria=les, .ender -ad no e//e*t, 1-ereas a.e in/luen*ed a**e)tan*e and *o-eren*e. @a+in. eF)erien*ed relo*ation, i.e. *o, in. /ro, ot-er)arts o/ t-e *ountry, stren.t-ened inte.ration and a**e)tan*e. T-e a//e*ti+e link to a)la*e .lo=ally a//e*ted so*ial 1ell=ein.. 'n)arti*ular, *ity atta* - , ent in*reased all t-e di, ensions o/ 1ell=ein., 1-ereas nei. -=or-ood atta* - , ent /urt-ered inte.ration and a*tualiGation and de*reased *o-eren*e. 'n ot-er 1ords, nei. -=or-ood atta* - , ent , ay /oster a)ositi+e e+aluation o/ t-e /uture so*iety, =ut it doesn't i,)ly a /ull *o,)re-ension o/ t-e 1orld around. (at-er, -i. - atta*-ed su=le*ts *ould =e too de)endent on t-eir s, all ran.e area and t-us *ould /ind t-e so*iety in its 1-ole -ard to =e *o,)re-ended. T-is /indin. see, s in line 1it- re*ent literature, t-at is :uestionin. t-e

unconditionally positive construction of the environment (Elika, 2005; Tartaglia, in press). These results suggest also effective social interaction. In addition, spatial relationships take into consideration: individual area-environmental interaction of social identity, the alternative conditions of territory as a positive and negative influence.

Despite all these considerations, the learning of the environment on social identity. On the other hand, the environment is not only a physical area. In the end, the environment represents the environment in their social experiences and thus attribute to the same environment different values (Folonneau, 2006), on the other systematic-environmental, such as the environment of the quality of one's social life, cannot be environmentalized and embedded in the environment.

R&D-4/

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" *55* A-(+ S' (:2&/ *0 ! * ('% A.2- . O(' *0 " * /'&) C ,)& 2- '%&
 U-2'&: S' , '&/ , - : P*5, - :

63 P , (5 A. T*) *1 M,5. *) < , ' , S < ,) < 3- /9, 2 & M,5. *) < , ' , G*41 , -3



A.2- . O(' 2- '%& U-2'&: S' , '&/

#a* - year, a=out 20,000 yout- la.e out] o/ oster *are in t-e 9S, ty)i*ally 1-en t-ey turn M and t-e syste , is no lon.er res)onsi=le /or t-eir *are (Fo1ler ? Toro, 200K). &ost o/ t-ese yout- 1ere a=used or ne.le*tad and taken =y t-e state /ro , t-eir natural)arents*ustody. Studies o/ -o , eless adults /ind t-at +ery lar.e nu , =ers re)ort -a+in. -ad /oster *are eF)erien*e 1-ile .ro1in. u), 1it- rates o/ 20-E0b a , on. t-e -o , eless as *o ,)ared to -2b in t-e .eneral)o)ulation (Firdion, 2006§ Toro, D1orsky, ? Fo1ler, 200L). #Fit /ro , /oster *are)la*e , ent, alon. 1it- Jail_)rison release, re)resents one o/ t-e , ost o+=ious ti , e)oints 1-en 1e *an)redi*t t-at , any)eo)le 1ill soon =e*o , e -o , eless. As su*- , a.in. out o/ /oster *are is an ideal ti , e to *onsider t-e)re+ention o/ -o , elessness.

\$ur (esear*- 7rou) on @o , elessness and Po+erty in Detroit tra*ked 2KE a.ed out /oster yout- /ro , Sout-east &i*-i.an (t-e A *ounties in*Ludin. and surroundin. Detroit). We -ad t-e a*ti+e *oo)eration o/ t-e &i*-i.an De)art , ent o/ @u , an Ser+i*es (D@S), 1-i*- o)erates t-e state's /oster *are syste . D@S)ro+ided us 1it- re*ord data and *onta*t in/or , ation on t-e)o)ulation o/ MKL yout- 1-o -ad a.ed out o/ t-e /oster *are syste , in t-e tri*-ounty area in 2002 and 200A. \$ur sa ,)le o/ 2KE 1as sele*tad /ro , t-is)o)ulation. T-e yout-eF)erien*ad a ran.e o/)la*e , ent ty)es 1-ile in /oster *are, t-ou.- , ost *o , e /ro , eit-er /or , al /oster *are (-o , es o/ /oster)arents 1it- a s , all nu , =er o/ yout-) or /a , ily /oster *are (-o , es o/ relatives o/ t-e yout-). 4out- 1ere /ollo1ed on a+era.e A.K years a/ter lea+in. t-e syste , in order to deter , ine t-eir /un*tionin. in +arious do , ains.

(esults su . .ested t-at , any a.ed out yout- stru . .le to esta=lis- sta=le li+in. *ir*u , stan*es. Al , ost -all (62.2b) o/ t-e yout- re)orted so , e /or , o/ -o , elessness durin. t-e /ollo1-u)eriod. T-is in*luded , any (K.Lb) 1-o eF)erien*ad literal -o , elessness (i.e., s)endin. at least one ni. -t on t-e streets, in an a=andoned =uildin. , in a *ar, or in a s-elter /or t-e -o , eless), 1-i*- is M ti , es t-e national E-year)re+alen*e o/ literal -o , elessness (To ,)sett et al., 200K). 'n addition, , any ot-ers (A2.Eb) 1ere)re*ariously -oused (e... , stayin. te ,)orarily 1it- /riends or relatives ot-er t-an t-eir)arents and *onsiderin. t-e , sel+es -o , eless). 'n t-e /e1 years a/ter lea+in. /oster *are, a.ed out yout- eF)erien*ad 2.E ti , es t-e national li/eti , e rate o/)re*ariously -ousin.. 4out-s li+ed at an a+era.e o/ 6.A di//erent sites sin*e lea+in. /oster *are (in*Ludin. e)isodes o/

P-.D., Wayne State 9ni+ersity, Detroit, 9SA, ? 9ni+ersity o/ \$)ole, Poland
 2 P-.D., 9ni+ersity o/ \$)ole, Poland
 A P-.D., 9ni+ersity o/ \$)ole, Poland

-o, elessness), o+er t-e A.K-year /ollo1-u))eriod. T-is indi*ates t-at t-ese yout- *ontinued t-e nearly yearly * -an. e o/ residen*es t-at t-ey eF)erien*ed 1-ile in /oster *are (t-e a+era. e yout- in our /ollo1-u) sa,)le -ad eF)erien*ed E.M di//erent /oster)la*e, ents durin. t-eir a+era. e stay o/ 6.A years in /oster *are).

T-e edu*ational attain, ent o/ t-ese yout-, /ollo1ed at an a+era. e a. e o/ 2 years, 1as also less t-an ideal. T-e -i. - s*-ool .raduation rate o/ 6 b re)resents -al/ t-e national a+era. e. T-e e,)loy, ent *ir*u, stan*es re)orted =y t-e yout- 1ere :uite)oor, 1it- t-e a+era. e yout- s)endin. 6Mb o/ t-e A.K-year /ollo1-u))eriod une,)loyed (1-en 1orkin., t-e a+era. e, ont-ly in*o, e 1as only ^E2M). Al, ost -al/ re*ei+ed so, e /or, o/)u=li* assistan*e at so, e)oint sin*e lea+in. /oster *are. T-e yout- also re)orted a nu, =er o/ , ental -ealt-)ro=le, s. \$n a sel/-re)ort, easure, t-e yout- re)orted nearly t1o ti, es t-e)sy*-iatri* sy,)to, s as *o,)ared to nor, ati+e rates. T1o-/i/t-s o/ t-e yout- en. a. ed in t-ree or, ore =e-a+iors o/ *ondu*t disorder, and, any o/ t-e yout- (2Lb) -ad s)ent so, e ti, e in jail durin. t-e /ollo1-u))eriod. \$+er t1o-/i/t-s re)orted t1o or, ore sy,)to, s o/ su=stan*e a=use or de)enden*e, indi*atin. t-at, any /or, er /oster yout-, ay stru..le 1it-e, er. in. su=stan*e a=use)ro=le, s. Also, nearly all (2 b) o/ t-e yout- 1ere seFually a*ti+e. T-ree :uarters o/ t-e yout- stated t-at t-ey -ad as, any as se+en)artners sin*e lea+in. /oster *are, 1it- t-e re, ainin. 2Eb o/ res)ondents -a+in. ei. -t or, ore)artners in t-at ti, e /ra, e. Pra*ti*in. sa/e seF 1as in*onsistent. 6 b o/ t-e res)ondents indi*ated t-at t-ey used =irt- *ontrol less t-an LEb o/ t-e ti, es t-at t-ey en. a. ed in seFual a*ti+ity. %early -al/ (6Mb) re)orted t-at t-ey or t-eir)artner -ad =e*o, e)re. nant sin*e t-ey le/t /oster *are, and, any (Eb) re)orted *ontra*tin. a seFually trans, itted disease in t-at ti, e.

!ased on t-is study, 1e -a+e esti, ated t-e *osts to so*iety o/ t-e kinds o/)ro=le, s eF)erien*ed =y yout- alter a. in. out (Fo1ler ? Toro, 200L). We atta*-ed *osts to a nu, =er o/ t-ese)ro=le, s (in*ludin. -o, eless and su=stan*e a=use ser+i*es, in*ar*eration, , ental -ealt- *are,)u=li* assistan*e, and une,)loy, ent *osts) and /ound t-at t-e a+era. e annual *ost to so*iety)er yout- 1as ^M,E2E. Su*- /i. ures 1arrant so, e inter+ention to redu*e t-e *osts. We =elie+e t-at our)ro)osed inter+ention *an)re+ent, any o/ t-ese *ostly)ro=le, s.

!ased on t-ese data, 1e identi/ied yout- 1it- di//erent out*o, e tra)e*stories durin. t-e /ollo1-u))eriod (Fo1ler, Toro, ? &iles, 2002). We -a+e /ound se+eral di//erent su=.rou)s in t-e o+erall a. ed-out sa,)le =ased solely on -ousin. tra)e*stories and /ound -ousin. insta=ility to =e related to e, otional and =e-a+ioral)ro=le, s,)-ysi*al and seFual +i*ti, iGation, *ri, inal *on+i*tion, and -i. - s*-ool dro)out. &ost re*ently, 1e -a+e a))lied, ul+ivariate a))roa*-es t-at di+ide t-e sa,)le =ased on t-e *o, =ination o/ out*o, es in t-ree do, ains durin. t-e /ollo1-u))eriod. 7ro1t- &iFture &odelin. e,)iri*ally identi/ied A latent tra)e*story *lasses. Sta=le-#n. a. ed yout- (6 b o/ t-e sa,)le) eF)erien*ed se*ure -ousin. and in*reasin. *onne*tions to edu*ation and e,)loy, ent o+er ti, e. Sta=le-Disen. a. ed yout- (A0b), aintained sta=le -ousin. =ut re)orted de*reasin. rates o/ edu*ation and lo1 and lar.ely /lat le+els o/ e,)loy, ent. T-e 9nsta=le-Disen. a. ed .rou) (22b) eF)erien*ed *-roni* -ousin. insta=ility (in*ludin. , u*- -o, elessness), de*linin. *onne*tion to edu*ation, and /ailed to attain e,)loy, ent. T-e 9nsta=le-Disen. a. ed yout- re)orted si. ni/i*antly 1orse, ental -ealt- as *o,)ared to t-e ot-er t1o .rou)s. We -a+e learned a .reat deal /ro, t-is study a=out t-e needs o/ yout- a. in. out o/ /oster *are. We -a+e dis*o+ered t-at, any o/ t-ese yout- are ill-)re)ared to, ake a su**ess/ul transition to adult-ood at a. e M. T-ey o/ten -a+e =e-a+ioral and e, otional)ro=le, s ste, , in. /ro, t-e a=use t-ey eF)erien*ed /ro, t-eir)arents and

for, their activities in the foster care system. They typically have limited resources for, their often estranged families and the service system largely abandons them, at least in the U.S. So, it's not surprising that they should be at such a high risk for homelessness and other poor outcomes, especially in the U.S. We are not alone in this. A second follow-up (re-interviewed the 2000 youth, over 10 years since admission) that will have an enhanced better understanding of their long-term needs and of the intervention approaches that, in the meantime, have been used for, homelessness and other poor outcomes, especially in the U.S.

A.2. O'Neil, P., et al.

In Poland, 1,000 children under age 18 in orphanages and 1,000 children living in foster families (CS\$, 2006). Many of the orphanages in Poland are quite large, often housing as many as 100 children. In order to better understand their outcomes, we interviewed 200 children years after leaving state care. The methods used in our study were adapted after those used in the similar study conducted in the USA by Toro.

Participants were chosen from lists of orphanages and institutional care in the last five years in the Lublin and Wrocław regions of southern Poland. The lists were provided by directors of the orphanages and Family Support Centers (CPs) in the region. About half of the participants were from orphanages and the other half from foster families (unlike in the US, where foster care is hardly used in Poland). The average time since leaving state care was 2 years (vs. 4.5 years in the US study).

About half of the participants spent some time, literally, homeless during the 10-year follow-up period (vs. 10% in the US study). The youth from orphanages showed especially high rates of homelessness (about 10% for those from foster families). Many others, however, claimed to be satisfied and employed during the follow-up period. As in the US study, these Polish youth also showed high levels of psychological distress based on the RIESY, to mention.

1.2.1. Introduction

In the US and Poland, we are currently developing a comprehensive pilot intervention. Such interventions draw on treatment models proven to be effective in a number of evaluations that show that, in particular, we propose to use a number of intensive Case Management, including around services, originally designed for, multi-needs evaluations such as the severely mentally ill and homeless adolescents and adults (e.g., Cauley et al., 2006; Toro et al., 2006; Tse, 2006). Also, the intervention model includes components of multisystemic therapy, originally targeted to delinquent adolescents (e.g., Sorenson, Pirkel, 2006) and, more recently, adapted for, any other groups of at-risk youth (such as those with substance abuse and emotional disorders and intellectual disabilities; see Sorenson, 2006).

Without services, youth are likely to continue to suffer, and when the extent of homelessness in young adulthood, it is likely that many of these youth will become, or be, marginalized in adulthood. The urban and financial costs to society will continue to grow, more substantial. Given the current economic crisis in nations, these youth are expected to have even more barriers to successful entry into the workforce and housing market.

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Social exclusion affects relationships to others, identity, community, cultural and symbolic processes. Family, school, and other social contexts, and various institutions and organizations play a role in the development of children's social skills. Ways of thinking and acting are shaped by the environment. The role of family, school, and other social contexts in the development of children's social skills is discussed. The role of family, school, and other social contexts in the development of children's social skills is discussed. The role of family, school, and other social contexts in the development of children's social skills is discussed.

The concept of looking-glass self is discussed. Cooley (1902) argued that the self is a social construct that is shaped by the reactions of others. The concept of looking-glass self is discussed. Cooley (1902) argued that the self is a social construct that is shaped by the reactions of others. The concept of looking-glass self is discussed. Cooley (1902) argued that the self is a social construct that is shaped by the reactions of others. The concept of looking-glass self is discussed. Cooley (1902) argued that the self is a social construct that is shaped by the reactions of others.

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Study objectives

The aim of this intervention is to study how young people experience social exclusion and its impact on their identity, well-being, and future. Further, more research is needed to explore the different experiences of young people and their well-being, especially in the context of social exclusion.

Hypotheses

According to literature, the effect of Italian family roles as a traditional family unit and role, girls' relational and affective roles (Ostede, 2000). Furthermore, roles of mothers are different from fathers' roles in the family (Allen & Hawkins, 1999). Finally, the role of mothers tends to do not self-deposit of social roles (Stern, 1988).

Participants

The sample consists of 200 Italian and 200 American adolescents who are all students attending high school or university and the average age is 15.5 years old.

Instruments

Data were collected through a survey including: socio-personal data, a scale to measure father and mother's expectations and influence, a scale concerning values of young people, a measure of girls' attitudes towards the role of mothers, and a scale related to the division of household work in family. (results were processed through the software SPSS (Statistical Package for Social Sciences), version 20.0).

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Parents' expectations

The process of development of adult identity of young people can be considered as an individual experience, but it represents the product of a family relational environment. Mother substantially orients children's roles. Mothers' expectations appear diversified, and are related to fathers' roles, in the sense they are referred to boys or girls. Finally, in interrelationships mothers could be expectations more directly maternal or paternal (Efa, 1999). Mothers' involvement in the career of their children is more in the future of a child. Mothers appear as the socialization agent of the child, important in family for their role and orient more than fathers' children's roles, especially for daughters (Mumford, 2000). Boys' experience of maternal influence is more salient than girls' do (Furman, 2000).

Values

In girls' perception, family and attitudes are negatively correlated with success (r = -.600, r = -.600). Fathers are correlated with love, but not with career and money. Girls actually think that work integration is important for the construction of a family, but not for an important career promotion or a solid reproduction. In boys' opinion, family (r = -.600) and attitudes (r = -.600) are negatively correlated with work integration (positively correlated with success (r = -.600) and career (r = -.600)).

Leadership

Young people (adolescents) are less interested in leadership and they are less interested in it. Contrary to the reaction of a personal family unit. Contrary to the reaction of a family, they could renounce a position of leadership for stress associated to it.

Division of housework

Boys and girls agree that housework are distributed in a balanced manner but strongly divided by gender between their parents.

Research in their own culture, family, on the other hand, they don't detect housework that they will be or, in an effective way: they all, that duties shared by mother or father - effectively will be shared to the other partner will be more numerous.

Cultural

Data revealed that, the substantial influence of, others on transmission of cultural models and rules strongly differentiated gender. Gender: the influence of father reinforces the models - see, to the family, models shared.

Italian family, according to Osofsky (2000) as itself as a traditional unit - effectively, girls relational and affective, mothers don't attribute to their job an important function to develop their identity. Public honours, satisfaction for her or, in a job, earnings for mother, unity and the value assigned to mother, as a mother's role, letely, are. From boys, on the other hand, family effectively school success, the role of social honour associated with political interests. Majority of young people, especially girls, tend to have a vision in their family represents the earnings element of life, - see, short term professional income and career. Mother, father and mother (an effective leadership), on condition that this doesn't influence the fields of their lives. (According to division of housework in culture like, young people effectively that partner will significantly activities, but they don't intend to assume any in first person.

From the research, there is an unambiguous vision of rules in family and difficulties, for young people, in a future balanced different for, those of present and past.

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Co , , unity)sy*-olo.y is a /ield t-at en*o ,)asses t-e *o , , unity as t-e /o*us of inter+ention to trans*end individualisti*)er*ections of)sy*-olo.i*al inter+ention. 't e ,)-asises t-e need /or so*ial *-an.e lit-in dyna , i* so*ieties su*- as Sout- A/ri*a. Co , , unity inter+entions endea+our to alle+iate so*ial)ro=le , s and *reate *olla=orati+e net1orks of)ro/essional indi+iduals and *o , , unity , e , =ers t-at)artake in t-e inter+ention)ro*ess and its sustaina=ility. !earin. t-is in , ind t-is study /o*used on t-e de+elo ,)ent of -ealt-y s*-ools and t-e role of *o , , unity ser+i*e , ental -ealt- *lini*s in t-is res)e*t. A -ealt-y s*-ool *an =e de/ined as a)la*e 1-ere all , e , =ers of t-e learnin. *entre *o , , unity 1ork to.et-er to)ro+ide learners lit- inte.rated and)ositi+e eF)erien*es and stru*tures 1-i*-)ro , ote and)rote*t t-eir 1ell- =ein.. 'n t-e Sout- A/ri*a*onteFt , ental -ealt- *lini*s)ro+ide a =road ran.e of -ealt- resour*es t-rou. - lo*al *lini*s. "e.islation in Sout- A/ri*a already)ro+ides t-e o))ortunity /or t-e De)art , ents of #du*ation and @ealt- to *olla=orate in)ro+idin. -olisti* -ealt- *are ser+i*es to *o , , unities t-rou. - t-e lo*al *lini*s. T-e s-i/t in edu*ation in*ludes a , o+e to1ards in*lusi+e, e*osyste , i* and 1-ole s*-ool de+elo ,)ental)ers)e*ti+es and in -ealt- to , ore *o , , unity=ased and uni+ersal strate .ies. @o1e+er, 1e o=ser+ed t-at t-e a*tual role of , ental -ealt- *lini*s as a stake-older in s*-ool *o , , unities, and in)ro , otin. -ealt-y s*-ool en+iron , ents, 1as *learly not kno1n. @en*e, t-e , ain ai , of t-is study 1as to deter , ine t-e role t-at , ental -ealt- *lini*s)lay in)ro , otin. -ealt-y s*-ools.

A :ualitati+e resear*- desi.n 1as ado)ted to de+elo) an understandin. of t-e *urrent and /uture role *o , , unity , ental -ealt- *lini*s *an)lay, as 1ell as to eF)lore re*o , , endations to i ,)ro+e t-e status :uo. Data 1as *olle*ted /ro , 6)ri , ary s*-ools, 6 edu*ation distri*ts and 6 *lini*s. T-e , et-ods used in*luded indi+idual inter+ie1s lit-)rin*i)als, nurses and)sy*-olo.ists and /o*us .rou) inter+ie1s lit- s*-ool =ased su))ort tea , s, s*-ool , ana.e, ent tea , s and tea*-ers. T-e data .at-ered 1as t-en analysed usin. *ontent analysis te*-ni: ues.

Firstly, t-e /indin.s indi*ate t-at t-e *lini*s are =ased on a traditional , edi*al , odel and need to s-i/t to an e*osyste , i* a))roa*- su))ortin. 1-ole s*-ool de+elo ,)ent and in*lusion. For t-is to -a))en stal/ at t-e *lini*s need to =e trained to assu , e di+erse roles to ser+e t-e *o , , unity in =roader 1ays. For eFa ,)le, t-ey s-ould =e trained to 1ork lit- learners 1-o *onsu , e dru .s, al*o-ol and indul .e in seFual a*ti+ities. T-ey s-ould =e trained

De)art , ent of #du*ational Psy*-olo.y, 9ni+ersity of 5o-annes=ur.
² #du*ational Psy*-olo.ist

in *ounselin., .rou) t-eray, e, otional intelli.en*e and , ental 1ell=ein. to =e o/ assistan*e to learners. Wit- re.ard to)arents t-ey s-ould /or ,)artners-i)s in su))ortin. t-e , to .et t-e =est out o/ t-eir *-ildren. Sta// s-ould also =e e:ui))ed to train tea*-ers in identifiyin. dili/i*ulties and su))ortin. learners. T-ey s-ould)ro+ide *ounselin. ser+i*es and su))ort /or tea*-ers as 1ell.

Se*ondly, *lini* sta// s-ould -a+e , ore a**ess to s*-ool)re , ises. T-is 1ould)ro=a=ly result in , ore learners =ein. su))orted t-an 1aitin. /or learners to .o to t-e *lini*s. T-irdly, an inte.rated re/erral net1ork)ro*ess s-ould =e de+elo)ed. T-is 1ould , ost likely lead to i ,)ro+ed *o , , uni*ation =et1een *lini*s and s*-ools and s)eed u) ser+i*e deli+ery. #a*- *lini* s-ould -a+e a re/erral list =ased on needs and *ontefTs o/ t-e *o , , unity. Finally, t-e *olla=orati+e net1ork and resour*es at *lini*s need to =e restru*tured. T-ere s-ould =e =etter *olla=oration =et1een edu*ation distri*ts, s*-ools and *lini*s. 'nterse*toral *olla=oration =et1een t-e de)art , ents o/ #du*ation and @ealt- 1as la*kin. and needs to =e de+elo)ed. Also, t-ere -as to =e i ,)ro+ed *olla=oration a , on .st)ro/essionals as)art o/ a , ultidis*i)inary tea , .

!ased on t-e a=o+e /indin.s 1e su..est t-e /ollo1in.: *o , , unity , ental -ealt- ser+i*es s-ould s-i/t /ro , a , edi*al , odel to an e*osyste , i* a))roa*-§ , ental -ealt- ser+i*es s-ould =e =ased on s*-ool)re , ises§ , ental -ealt-)ro/essionals s-ould assu , e a trainin. and de+elo) , ent a))roa*- 1it- learners, tea*-ers and)arents to de+elo) -ealt-y s*-ools§ and *olla=orati+e net1orks, re/erral)ro*esses and resour*es s-ould all =e i ,)ro+ed. 'n *on*clusion 1e ar.ue t-at /ro , a *o , , unity)sy*-olo.y)ers)e*ti+e)oli*y s-ould =e initiated to /a*ilitate t-e)ro*ess /or *lini*s to)lay a , ore , eanin./ul role in de+elo)in. -ealt-y s*-ools. T-is , eans t-at all stake-olders s-ould *olla=orati+ely 1ork on t-is)oli*y. T-e s*o)e o/)ra*ti+e o/ *lini*s -as to =e re+isited and)ro.ra , , es s-ould =e tailored /or t-e s)e*i/i* needs o/ s)e*i/i* *o , , unities. Sin*e *o , , unity)sy*-olo.y /o*uses on t-e 1ell=ein. o/ indi+iduals 1it-in *o , , unities 1e ar.ue t-at , ental -ealt- *lini*s 1ould =e t-e , ost a))ro)riate)la*e to =e.in 1it- in ter , s o/ -ealt-y s*-ools.

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63 M ,)2& P5 , .B/1 , - : D2 : 2& D)2& (2



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A *o , e =a*k on t-e *ontef t-s-o1s t-at se+eral ele , ents indi*ate a -i. - risk of so*ial eF*clusion. 'n /a*t, :ualitati+e studies s-ed li. -t on di//i*ult years /ollo1in. lea+in. *are : a :uantati+e sur+ey a , on. youn. users of e , er.en*y ser+i+es ? -ousin. /or t-e re-a=ilitation of -o , eless s-o1s t-at _A of t-e , -a+e =een in *are. So, it eFist, a stron. so*ial de , and to know , ore a=out t-is issue. Fro , t-e .o+ern , ent: A))oint , ent of a -i. - *o , , issioner /or a*ti+e solidarity a.ainst)o+erty (in 200L) and /or youn.)eo)le (in 2002) \$ /ro , t-e)ro/essionals: *-ildren Ju .es, so*ial /orkers, edu*ati+e tea , \$ /ro , t-e /out- in *are t-e , sel+esp

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'n France Ie try to t-ink a=out t-e links =et1een institutions, Ie noti*e a la*k of link around t-ese /out-s. ' t-ink t-e reason *an =e t-e institution's -istory.

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'n)art /or t-ese reasons, t-erels no *o-eren*e i ,)lies , any =reaks 1it-in t-era)euti* and /oster *are.

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HEALTH

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SANTE

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+,) V2-42, - & B&, (5&- & M,)2&-C%)2/'2- & #, 4H (&/1



L&/ 4&-')&/ :L@4* ('& '@5@+%* -2H (&

'niti;s dans les ann;es E0, les *entres d'laide)ar t;l;) -one se sont d;+elo)) ;s autour d'une d; , ar* -e unissant . ;n;rosit; , anony , at et -u , anit; . Cela)artait du *onstat :ue *e dont une)ersonne)ensant au sui*ide a =esoin, *lest d'une ;*oute i , , ;diate : elle *-er*-e H)ou+oir)arler, H :uel: ulun de dis)oni=le, de *e :ulle +it, ;)rou+e, tra+erse de douloureux :ui lla , <ne H en+isa. er *ette seule issue : se donner la , ort. Ce :ui *ara*t;rise *es *entres, *lest :ue ll; *oute y est assur;e =;n;+ole , ent)ar des ;:ui)es de +olontaires. Cette a*tion re)ose don* sur la solidarit; -u , aine : des)ersonnes a**e)tent de , ettre du te ,)s et des *o ,) ;ten*es au ser+i*e d'autres sans r; , un;ration, et , > , e)lus, elles a**e)tent d'l>tre =ous*ul;es dans leur /aDon de +oir la +ie, de se re , ettre en :uestion dans leur , anicre dl; *outer ll'autre)our le ren*ontrer au)lus juste et)er , ettre :ue *et ;*-an.e t;l;) -oni:ue a))orte un soula.e , ent)sy*-i:ue. Cette aide)ar t;l;) -one o**u)e une)la*e)arti*uli<re dans le)aysa.e de l'aide)sy*-olo.i:ue: a**essi=ilit; et =;n;+olat la *ara*t;risent. De)ar *e *adre s) ;*i/i:ue, les *entres dl; *oute . ;n;ralistes a))artiennent au)re , ier ni+eau de soins en sant; , entale tel :ulil est)r;sent;)ar &i*-el &arie-Cardine² dans une *lassi/i*ation des)sy*-ot-;ra)ies. Cet auteur identi)ie un)re , ier ni+eau de)sy*-ot-;ra)ie : l'aide)sy*-olo.i:ue s)ontan;e ou *o , , une. #n e//et, on)eut *onstater les =ien/aits :ue ll'on)eut retirer d'une ;*oute =ien+eillante au)r<s dl'un a , i, dl'un *oll<.ue. "a)rise en *-ar.e de *es soins)ri , aires)eut >tre r;alis;e)ar des)ersonnes =;n;+oles /or , ;es et en*adr;es)ar des)sy*-olo.ues. "es a)titudes H ll; *oute sont n; *essaires *-eG les *andidats ;*outants H T;l;-A**ueil , ais ne sont)as sullisantes. #n e//et, *ertaines attitudes +ont /a+oriser ll'e)ression *-eG lla))elant alors :ue d'autres)eu+ent l'entra+er, en.endrer une d;)endan*e +is-H-tis du ser+i*e. "ll; *outant doit)ou+oir entendre *e :ui n'est)as dit e)li*ite , ent, utiliser ses *a)a*it;s d'le ,)at-ie sans se laisser en+a-ir)ar ll; , otion de ll'autre, a**e)ter les li , ites de l'aide :ulil)eut a))orter. "es)sy*-olo.ues /ont)artie de ll; :ui)e d'len*adre , ent et inter+iennent dans le re*rute , ent et la s;le*tion des ;*outants +olontaires :re)rer les a)titudes H ll; *oute du *andidat , ais aussi sa *a)a*it; H se re , ettre en :uestion, H a**ueillir sans Ju.e , ent ou a)riori la)arole de lla))elant, son aut-enti*it; et sa *a)a*it; H)arta.er a+e* ll; :ui)e les a))els reDus et les +; *us sus*it;s)ar *euF-*i. 'ls assurent ; .ale , ent la /or , ation H ll; *oute)r;ala=le H ll'entr;e dans le ser+i*e et la /or , ation *ontinue (su)er+ision) de ll; :ui)e dl; *outants. "es e//ets *ontre-trans;rentiels sont a=ord;s en su)er+ision :)arta.er le ressenti de

T;l;-A**ueil-"i<.e, *entre dl; *oute t;l;) -oni:ue, !el.i:ue

² Widl*-er, D., &arie-Cardine, &. , !ra*onnier, A., ? @anin, !. (200K). C-oisir sa)sy*-ot-;ra)ie. "es ;*oles, les , ;t-odes, les traite , ents. #+reuF, Fran*e : \$dile 5a*o=.

Il; *outant)endant lla))el)er, et de r;/l; *-ir H *o, , ent il)ourrait ; *outer , ieuF ou autre , ent et)eut aider les *oll<. ues H >tre)lus H llaise dans dlautres a))els de *e .enre. "e .rou)e de su)er+ision)eut >tre aussi le lieu de d;)et des ; , otions et sou//ran*es des ; *outants, *e :ui)er, et ll; +a*uation des d; *-ets)sy*-i: ues de ll; *oute et la r; ; la=oration des)roduits)sy*-i: ues : ulon y retraite. #n/in, le .rou)e)er, et la restitution H llinstitution des)seudo se*rets reDus lors des a))els *e :ui re/onde la =onne distan*e et)er, et de sortir de lle ,)rise i , a. inaire dlune ren*ontre H deuF. "l; *oute nla))artient)as H ll; *outant , ais H llinstitution.

"es)sy*-olo. ues r; alisent ; .ale , ent le sui+i des a))els reDus et)eu+ent a , ener une r; /leFion H)artir dlun)oint de +ue :ui d;)asse lla))el uni: ue et le re)la*ent dans le d;roule , ent dlune *-a`ne dlla))els)endant une)restation ()ar eFe ,)le, une nuit) ou dans une *ertaine *-roni*it; : uand il sla. it de r; a))elants.

"e rele et la)la*e des)sy*-olo. ues de T; l; -A**ueil les ra))ro*-ent du)sy*-olo. ue *o , , unautaire. Dans le r;seau dllaide)sy*-o-so*iale, on *onstate un *ertain isole , ent de T; l; -A**ueil : dans : uel se*teur)eut-il sllint; .rer sans)erdre ses s); *i/i*it; s (aide i , , ; diate, anony , e et =; n; +ole) C "es a))orts de la)sy*-olo. ie *o , , unautaire)eu+ent aider H la *onstru*tion dlune identit; : ui +iendrait +alider le tra+ail des)sy*-olo. ues dans les)ostes de T; l; -A**ueil.

E-J&(> , 4' (&5/ :&/ 4&-')&/ :l@4* ('& '@5@+@%* -2H(&

#n , ai 2002, nous a+ons ren*ontr; s au l u; =e* une diGaine de *entres dl; *oute /on*tionnant H)artir des , > , es)rin*i)es : ue T; l; -A**ueil. Ce)rolet nous a)er, is de)arta. er nos)rati: ues res)e*ti+es et dl; la=orer une r; /leFion *o , , une autour des enleuF a*tuels auF: uels les *entres dl; *oute t; l;)-oni: ue sont *on/ront; s. Des deuF *et; s de llo*; an, nous re , ar: uons une ; +olution tant au ni+eau des a))elants et des a))els reDus : ulau ni+eau des =; n; +oles ; *outants.

Au ni+eau des a))els, *euF-*i se *o ,)leFi/ient. De)lus en)lus dlla))elants se trou+ent tr<s isol; s et dis)osent de)eu dlautres ressour*es autour dlleuF. Ces)ersonnes sont sou+ent , alades)sy*-i: ue , ent (_A) et elles ont tendan*e H a))eler r; . uli<re , ent le ser+i*e. Ces)ersonnes nllont)as n; *essaire , ent de de , ande de *-an. e , ent. #lles trou+ent un a**ro*-a. e au sein de *e ty)e de ser+i*e)ar t; l;)-one of leur de , ande de non*-an. e , ent est su))ort; e. Cela)ose la : uestion de ll; *oute et du sui+i de *es a))elants: *o , , ent rester H leur ; *oute en tenant *o ,)te de leur s); *i/i*it; et : uelles li , ites leur , etre en ter , e de /r; : uen*e, nota , , ent a/in de ne)as en*oura. er une d;)endan*e au ser+i*e. Cela a , <ne aussi la n; *essit; du ren/or*e , ent du soutien H a))orter auF =; n; +oles)our entendre *es situations et)our les aider H re-)enser les)sy*-is , es auF: uels ils sont *on/ront; s. Au ni+eau des ; *outants, du)oint de +ue de *la motivation*, on *onstate la)r; sen*e de , oti+ations dil//rentes. Au)ara+ant, les =; n; +oles ; taient)lutet des retrait; s ou des /e , , es au /oyer :ui dis)osaient dlun *ertain te ,)s li=re et : ui sou-aitaient le donner auF autres)ar solidarit; . Aujourdll-ui, on retrouve *e)rofil et *es +aleurs *-eG les =; n; +oles , ais on *o ,)te ; .ale , ent,)ar , i les +olontaires, des)ersonnes :ui *-er*-ent une eF); rien*e de tra+ail (Jeunes di)le , ; s dans le do , aine so*ial) ou une eF); rien*e de +ie :ui leur a))orterait un *onta*t -u , ain : ulils ne trou+ent)as dans leur e ,)loi,)ar eFe ,)le. Du)oint de +ue de *l'engagement*, *ela ; +olue ; .ale , ent. "es)ersonnes sllen. a. ent)lus +olontiers , ais)ar/ois)our des ; riodes)lus *ourtes. Par , i les raisons, on trou+e la /leFi=ilit; a*uelle (*-an. e , ent)lus /r; : uent dlo**u)ations,

L&/ +)2/&/ :&)2/H(&/ /&> (&5/ 52@/ , (VIH||S2: , 4%&< :&/ %* 1 * /&> (&5/ 1 , /4 (52 - / F **Les motifs psychologiques du bareback**

+,) P2&))& B* - - 3¹



C* - '&>'& :& 5,)&4%&4%&

De)uis 2000, "iA.en*e %ationale de (e*-er*-e sur le Sida et l'institut de Oeille Sanitaire o=ser+ent une re*rudes*en*e des *onta , inations)ar le 0'@_Sida *-eG les -o , oseFuels , as*ulins. #Ile est la *ons; :uen*e sur la , > , e);riode d'une au . , entation des ra)orts seFuels non)rot; . ;s entre)artenaires)our les :uels le ris : ue de trans , ission du 0'@ est ;le+; (*as of l'un ou les deuF)artenaires sont s;ro)ositi/s, ou *as of au , oins l'un des deuF)artenaires ne *onna`t)as sa s;rolo. ie). @or , is : uel : ues *as isol;s, *ette)o)ulation Z *-oisit [de ne)as , ettre de)r;ser+ati/ , al.r; l'in/or , ation dont elle dis)ose sur les ris : ues de *onta , ination en*ourus.

"a : uestion se)ose de sa+oir)our: uoi *ette)o)ulation ne se)rot<.e)as, alors : uelle a *onnaissan*e des ris : ues C

Selon nos -y)ot-<ses, l'a*te de non)rote*tion de l'indi+idu est)roduit)ar une +olont; di+is;e, de ty)e : Z 5e sais : ue le de+rais)r;ser+er , a sant; , , ais le ne le /ais)as [. 'l ne s'a. it)as d'un *-oiF stri*te , ent *ons*ient , , ais d'une lo.i : ue de l'a*te situ;e au-delH d'une)ens;e utilitaire ou rationnelle. Dans un *adre de)sy*-olo. ie *lini : ue, le)aradi . , e eF)li*ati/)ro)os; su))ose don* l'in*ons*ient, of *e : ui di+ise l'indi+idu et le *onduit H ne)as +ouloir)our lui son)ro)re =ien est le sy ,)te , e.

"e sy ,)te , e)oss<de trois *ara*t;risti : ues. Tout d'ia=ord, il se)r; sente sous /or , e d'une : uestion)ro=l; , ati : ue : ue se)ose l'indi+idu H lui- , > , e ()ar eFe ,)le : Z Pour: uoi Je ne , e)rot<.e)as alors : ue Je sais de+oir le /aire C []. 'l a))ara`t en *e sens : ue le sy ,)te , e est di*i=le : son re) ;ra. e se /ait H)artir de la *on/iden*e : ue /ait l'indi+idu au *-er*-eur sur *e : ui le di+ise, sur *e : ui lui)ose : uestion. #n/in, l'ieF)ression du sy ,)te , e est li;e H la *ulture ^ il est /aDonn;)ar le *ontefte so*ial dans le : uel +it l'indi+idu.

"e)re , ier o=le*ti/ de la re*-er*-e *onsiste H s) ;*i/ier, s'ils eFistent, les sy ,)te , es)ou+ant eF)li : uer, au , oins)artielle , ent, les)rati : ues seFuelles non)rot; . ;es)our *ette)o)ulation , : ue *es)rati : ues soient)on*uelles

(e*-er*-e soutenue /inan*i<re , ent)ar Sida*tion.
"a=oratoire *Recherches en psychopathologie : nouveaux symptômes et lien social*,
#A 60E0 ^ 9ni+ersit; (ennes 2.

(*as dit du *relapse*) ou : uielles rel<+ent d'un Z *-oiF [au lon. ter , e (*as dit du *bareback*). "e se*ond o=le*ti/ +ise H *o ,)rendre la lo.i:ue de *es sy ,)te , es, H sa*oir leurs ori.ines)sy*-i:ues et *ulturelles, et leurs , odalit;s d'eff)ression. A lon. ter , e, la re*-er*-e se)ro)ose d'ia , ;liorer le)aradi. , e a*tuel de la)r;+ention du sida)our les .ays en Fran*e, en *onstruisant des outils : ui ne soient)as : ue d'ordre in/or , ati/ et)u=li*itaire.

M&'%* : *5* .2& :& 5,)&4%&)4%&

Selon le)aradi. , e de *ette re*-er*-e, tout indi+idu est di+is; et)r; sente des sy ,)te , es. 'l ne sla.it don*)as de Z :ualit;s [)ro)res auF -o, oseFuels. #n outre, les sy ,)te , es re);r;s ne sont)as intrins<:ues H l' -o, oseFualit;. Par ailleurs, il nieFiste)as de ra))ort de *ause H el/et *direct* entre le sy ,)te , e et l'a*te de non)rote*tion : *e n'est :u)a)r<s-*ou), selon *e : uien re*onstitue l'indi+idu dans sa)arole , :u'un sy ,)te , e)eut a))ara'tre *o , , e ;tant li; H un a*te. De *e)oint de +ue, re);rer un sy ,)te , e ne)er , et)as de)r;dire un *o ,)orte , ent. 'l *on+ient en/in de ne)as ou=lier :ue la)o)ulation de r;)ondants n'est)as stri*te , ent re);sentati+e des -o, oseFuels en situation de)rises de ris:ues.

"es donn;es de la re*-er*-e ont ;t; o=tenues au)r<s de A0 r;)ondants, *onta*t;s H)artir d'un site internet de ren*contres *bareback* d;+olues auF -o, oseFuels , as*ulins. "es entretiens ont ;t; renou+el;s a+e* *-a:ue r;)ondant. 'ls ont ;t;)ass;s indi+iduelle , ent, anony , e , ent, et se sont d;roul;s H A'D#S Paris.

"a , ;t-ode d'entretiens et d'analyse des r;sultats est orient;e)ar le)aradi. , e)sy*-analyti:ue. "a non dire*ti+it; o//re la)ossi=ilit; auF r;)ondants de)asser d'eff)li*ations rationnelles, stri*te , ent *ons*ientes et non di+is;es H des eF)li*ations)lus)ro)ondes, ou+rant ainsi ;+entuelle , ent sur un a**<s H l'in*ons*ient, H la di+ision su=le*ti+e, et auF sy ,)te , es.

Sans :u'ils aient ;t;)r;s;le*tionn;s sur *e *rit<re, tous les r;)ondants t; , oi.nent d'une di+ision :uant H leur Z *-oiF [du *bareback* : leurs)rises de ris:ues sont +olues , ais elles *onstituent)our euF un)ro=< , e et leur a))araissent au , oins en)artie eF)li*a=les)ar des sy ,)te , es. "e *bareback* est don* i*i analys; au titre de)rises de ris:ues r;) ;t; es rele+ant d'une *volonté divisée*.

R&/ (5' , / :& 5,)&4%&)4%&

"es , oti/s de *ette)rati:ue, d'ordre)sy*-olo.i:ue, ne sont don*)as stri*te , ent rationnels. 'ls donnent lieu H siF ni+eauF d'i*clair*isse , ent de la)art des r;)ondants ^ du)lus Z su)er/i*iel [au)lus Z)ro)ond [, tous en intera*tion. Ces siF ni+eauF sont :

) "es r;)ondants re)<rent :ue leurs)rises de ris:ues inter+iennent lors:ue leurs re)<res de +ie dis)araissent (eF: ru)ture a , oureuse,)erte d'un e ,)loi, et*): le ra))ort seFuel)er , et de se d;stresser, ;+ite de d;)ri , er, et)er , et de Z . ;rer [ses sy ,)te , es.

2) "e ra))ort seFuel H ris:ue est +;*u *o , , e un sui*ide di//;r; : lindi+idu a le senti , ent de ne)lus *o ,)ter)our)ersonne, et Z Joue [du dan .er)our se /aire dis)ara`tre (*est-H-dire , an: uer H liautre).

A) Dans le *onta*)-ysi:ue, le *or)s est re*-er*- ;)our son -y)er +irilit; *ar elle)roduit un senti , ent +i+i/liant, :uile ,)>* -e le)ort du)r;ser+ati/ (le: uel entra`ne de *e /ait une)erte de l;re*tion, re*on/rontant le r;)ondant H ses sy ,)te , es).

6) Ces sy ,)te , es (an .oisse, d;)ression, senti , ent de , orti/i*ation) sont)r;sent;s)ar les r;)ondants *o , , e issus de leur +ie in/antile, et ont don* ;t; eF)ri , ent; s tr<s)r; *o* ; , ent.

E) "i-o , oseFuelit; est un /a*teur de /ra .ilit; su))l; , entaire : lindi+idu a int; .r; : u; ;tant -o , oseFuel, il n'aura ni +ie *onju .ale sta=le, ni /iliation. "a)rise de ris:ue)er , et de s'auto;truire)our ;+iter de /inir seul, et la *onta , ination est une /aDon de s'ins*rrire dans une li .n;e -u , aine, dans le *ir*uit des ;*-an .es sy , =oli:ues so*iauF. #n e//et, dans le don et la r; *e)tion du +irus, une /or*e de trans , ission sy , =oli:ue est , ise en jeu.

K) #n/in, la s;ro-positivité est +;*ue *o , , e une identit; +aloris;e, , > , e si la)ers)e*ti+e di>tre , alade est an .oissante : le sida est un sti . , ate, , ais il est su=li , ; et asso*i; H l'est- ;ti:ue des =eauF *or)s + ; -i*ul;e)ar lli , a .erie .ay, et le 0'@ est +;*u *o , , e un attri=ut +iril (dans le)olon .e , ent du *or)s du)artenaire). "e +irus de+ient de *e /ait un sy , =ole de)uissan*e et un o=let)aradoFale , ent rassurant. Ainsi, *ontra*ter le 0'@ de+ient une /aDon de lo*aliser (et don* de traiter) ses sy ,)te , es, et la)ossi=ilit; de *onta , iner donne un senti , ent de /or*e : ui re+alorise le statut de , alade et , as:ue la)ers)e*ti+e de la d;*- ;an*e)-ysi:ue.

Ainsi, en situation de /ra .ilit;)sy*-i:ue, des)rati:ues seFuelles ordali:ues non)rot; . ;es,)ou+ant *onduire H la *ontra*tion du 0'@, ont)our /on*tion de te ,) ;rer l'an .oisse *-eG *ertains -o , oseFuels , as*ulins. 'l a))ara`t en e//et :ue des sy ,)te , es issus de la +ie in/antile, eFa*er=s)ar un *onteFte so*ial sti . , atisant (-o , o)-o=e et Z s;ro)o)-o=e [et)ar des al;as de +ie a .ra+ant (ru)tures a , oureuses, et*), *onduisent H des)rises de ris:ues r;)t;es. "e ra))ort (-o , o)seFuel non)rot; . ; , et alors en jeuF la d;sira=ilit;)aradoFale du 0'@ dans un syst< , e de don _ *ontre don

V,5*)2/ , '2* - :&5,)&4%&)4%&

"e re) ;ra .e de *ette lo .i:ue +ise H)ro , ou+oir de nou+elles strat .ies de)r;+ention :ui)rennent en *o ,)te le /a*teur in*ons*ient et son eF)ression *ulturelle. 'l s'a .ira de)ro)oser un nou+el outil de)r;+ention, *onsistant H)ro , ou+oir la)rati:ue des entretiens orient;s)ar la)sy*-olo .ie *lini:ue)our *ette *o , , unaut; , nota , , ent sur des lieuF strat .i:ues (asso*iations, *entres de d;)ista .es, ser+i*es -os)italiers des , aladies seFuelle , ent trans , issi=les).

"Ce outil *consistera à proposer les types de postures dans l'entretien jouant avec les adjectifs, afin de distinguer la éventuelle présence de difficultés systémiques pour les personnes ayant des attitudes risquées. Seront également recensés les types de réactions correspondants au sujet, les relations et leur évolution, ainsi qu'en outre dans les entretiens.

Ce travail de thèse, outre l'utilité de faire de la recherche en psychologie, est une contribution du lien social, tant au niveau de la recherche que de ses applications pour le domaine de la santé, notamment, un autre.

LL, : ; *4, 43 (- & , ++)*4%& : & 5, / , - '@ 1 & - ' , 5& &' : &/ +), '2H (&/ : & + ,)'242+ , '2* - &' : L&1 + *A&) 1 & - ' : &/ (/ , . &)/

+,) M,)'2- & D ('*\'1



Ad+o*a*y Fran*e est une asso*iation d'usa.ers en Sant; &entale, *onstitu;e tr<s lar.e , ent d'usa.ers ayant une eF); rien*e dire*te en)sy*-iatrie, de /a , illes et de)ersonnes en.a. ; es H di+ers titre H leur *et; , *r;e en 22K. %otre de+ise Z le jour of *euF :ui ont)erdu li-a=itude de)arler seront entendus)ar *euF :ui ont *outu , e de ne)as ; *outer de .randes *-oses)ourront arri+er p [

%os instan*es sont *onstitu;es)ar une , alorit; d'usa.ers de la)sy*-iatrie et des /a , illes. "a :uestion de la sant; , entale ou+re)our nous sur les :uestions de)r;+ention, de droits et d'ia**<s H la *itoyennet; =ien au delH du *-a ,) , ; di*al. "a sant; , entale, +ain , ot tant elle se *on/ond en*ore a+e* la)sy*-iatrie, de , ande d'autres)rati:ues, d'autres)rojets of le tra+ail de *o-;la=oration entre les)ro/essionnels, du so*ial autant :ue du sanitaire, et les usa.ers - *itoyens, est H in+enter p

C'est notre en.a.e , ent :uotidien nota , , ent dans les #s)a*es Con+iaiuF Citoyens et les inter+entions de la SAD# ((soutien, aide au re*ours ad+o*a*y).

"iadvocacy est, dans le *-a ,) de la sant; , entale, un *on*et et des)rati:ues de soutien de la)arole, d'iaide H lieF)ression ^ des =esoins, du)oint de +ue ^)ar l'introduction d'un tiers, ad+o*ate, des)ersonnes sti. , atis; es du /ait de leur a))artenan*e H une *at; .orie s) ; *i/i:ue d'usa.ers, de)atients et_ou de)ersonnes en sou//ran*e)sy*-i:ue ou en situation de -andi*a).

'l sia.it d'in+estir la d;no , ination d'usa.ers dans une di , ension *olle*ti+e of s;)rou+e la)rise ou re)rise de)ou+oir sur sa +ie, liempowerment et de donner un *ontenu et une r;alit; H *et a*teur *olle*ti/ :ui de+ient *o-a*teur de sant; , entale.

Cet a*teur *olle*ti/, des usa.ers de la sant; , entale, :uel est-il C #n e//et, si)ose dire, on ne na't)as usa.er on le de+ient, , ieuF on le re+endi:ue et on se /or , e H tenir *e rele dans une so*i;t; :ui , ; *onna't les e//ets destru*eurs de son , ode d'or.anisation so*iale:)r;*arit; , stress, *o ,) ; tition, isole , ent, *ulte de la)er/or , an*e, de la =eaut; , injon*tion d'>tre auto , e, ; ; /ian*e dans lie.n.a.e , ent , utuel, individu li=re, res)onsa=le et *onso , , ateur, autant d'injon*tions)aradoFales redou=lant *elles)lus *lassi:ues des /a , illes p %ous so , , es H la /ois *onso , , ateur et *itoyen². "e *onso , , ateur r;a.it)assi+e , ent H une o//re de =iens ou de ser+i*e en /on*tion d'un *-oiF individuel, *est au *itoyen :u'il re+ient de r;a.ir a*ti+e , ent)our d;/inir, en *on*ertation a+e* d'autres *itoyens, les /inalit;s de la so*i;t; :u'il sou-aite +oir ad+enir et les e//ets n;/astes :u'il +eut *ontreler dans une so*i;t;)rodu*tri*e de =iens et de ser+i*es. D; , o*ratie)arti*)ati+e, a))el;e de nos

Dir*tri*e d'Ad+o*a*y Fran*e
² &ar* 5AC I 9#&% La raison névrotique ^ #D "A! \$ (_es)a*e de li=ert;s ! el.i:ue 2006

C'est une *ose :ue de s'effri, er *o, , e *onso, ,ateur, une autre *-ose :ue d'être *itoyen en ;la=orant des /inalit;s. Cette di, ension *olle*ti+e se Z tra+aille [dans les #s)a*es Con+i+iauF Citoyens et nous)er, et de re+isiter le *ou)le auto, ie_d;)endan*e en re+endi:uant un *o,)a.nonna.e, une entraide, un ;taya.e H .;o, ;trie +aria=le, of s'in+ente l'interd;)endan*e. Z "b'indi+idu auto, e n'est)as *elui :ui ne d;)end de)ersonne (*ela *est ty)i:ue, ent l'efflu), ais *elui :ui)eut jouer sur la , ultitude des d;)endan*es)our *onstruire son)ro)re es)a*e de li=ert;)ersonnelle [. "b'indi+idu auto, e : Z *elui :ui , ulti)lie et di+ersi)ie ses liens de /aDon H d;)endre de tous sans d;)endre *ru*iale, ent d'iau*un [.

Pourtant le *olle*ti/ est toujours , ena*; de s*;rose et en)asse d'être rattraj;)ar le dis)ositi/ :ui est la , ani<re dont se .<re le so*ial dans la so*it; t; a*tuelle. Ainsi *r;e en 2000, les #s)a*es Con+i+iauF Citoyens ;tait a.r;es 7rou)e d'entraide &utuelle en 200E. %ous ;tions raris d'iaoir ser+i de , od<le H *ette inno+ation de l'usa.er dans la *it;. &ais d<s 200K, dans une d; , ar*-e d'auto+aluation des #s)a*es Con+i+iauF Citoyens eFistants, nous redoutons la , ain , ise institutionnelle (+ia les asso*iations .estionnaires et ser+i)es), *r;ant de toute)i<*e des 7#& a+ant , >, e :ue se *onstitue un .rou)e d'usa.ers. De)lus, *es es)a*es)ou+aient +ite se re/er, er en nouveau .-ettos dans la +ille. C'est)our:uoi s'est i,)os;e)eu H)eu la n;*essit; de /aire alian*e a+e* des)artenaires hu+rant)our la *itoyennet; :ue *e soit des)ersonnes , o=ilis;es autour d'autres)ro=; , ati:ues d'efflusion (sans do, i*ile, +iolen*es /aites auF /e , , es, -andi*a), , is<re, , i.rations et*) dans des a)ro*-es d'ono, ie solidaire, de .enre, de sant; *o, , unautaire. Des)rin*)es sont ainsi)eu H)eu all/r, ;s *o, , e essentiels H tous)ro)ets *oo);rati/s: le)rin*)e , aïeuti:ue /a+orisant l'auto-)rodu*tion des sa+oirs de l'eff; rien*e, la +alorisation des strat; .ies .a.nantes)our lutter *ontre la dis*ri, ination, l'efflusion. "e)rin*)e de *oo);ration)roduisant une intelli.en*e *olle*ti+e de trans/or, ation so*iale. "es)rati:ues ins)ir;es)ar ses)rin*)es sont alors des)rati:ues de d; , o*ratie)arti*)ati+e +i+antes H tra+ers une r;union -e=do, adaire of se)rennent toutes les d;*isions *on*ernant le *olle*ti/, allant du +i+re-ense, =le auF a*ti+it; s les)lus :uotidiennes et des)rati:ues d'ou+erture auF ;+;ne , ents)ou+ant donner un *ontenu *on*ret H une , o=ilisation *oo);rati+e : se , aine de l; .alit; , de la solidarit; , , ani/estations inter-asso*iati+es et*.

A Paris)ar eFe ,)le, AD0\$CAC4 s'est d;+elo)); H)artir d'une *olla=oration a+e* l'asso*iation 2' (A ('nstitut 'nternational de (e*-er*-e-A*tion) et un *olle*ti/ d'asso*iations 9r=anit;s)our d;onstruire les ;ti:uettes et lutter *ontre la dis*ri, ination a+e* l'io=le*ti/ de *onstruire des outils de)arti*)ation *itoyenne. C'est ainsi :ue l'#s)a*e Con+i+ial Citoyen a trans/or, ; son)ro)et en "ieu de (essour*es en 'n+entions So*iales et Citoyennes (('SC).

"b#SPAC# C\$%0'0'A" C'T\$4#% AD0\$CAC4 est un lieu de (essour*es en 'n+ention So*iales et Citoyennes (('SC). "es)ersonnes sont in+it;es H rejoindre le ou les .rou)es)our les:uels elles se sentent en *a)a*it; d'oll/rir un sa+oir >tre ou un sa+oir /aire ou tout si ,)le , ent un d;sir de)arti*)er H la r;/leFion et auF a*ti+it; du .rou)e. Se sont *onstitu;s 6 .rou)es)ro)ets : la=an:ue du ('SC :ui .<re le !ar Asso*iati/ et la +ie du lieu § le .rou)e Culture et "oisirs :ui re*-er*-e les loisirs et , ani/estations *ulturelles .ratuites dans la +ille et)ro)ose des sorties, un *in; *lu=, des ani , ations dans le lieu (JeuF i) § le .rou)e #F)ressions *r;ati+es et *itoyennes :ui

re*-er*-e et eF);ri, ente des , ;t-odes d'iani, ation /a+orisant l'eff)ression li=re et d; , o*rati:ue ^ dis*ussion
) -iloso) -i:ue, t-;dtre - /oru, , -a))enin., t-;dtre de rue\$ le .rou)e !ien >tre)ro)ose des , o, ents de
relaFation, d'ianti.y, nasti:ue, d'eff)ression *or)orelle ('nitiation au 4o.a, , assa.e i). "a se, aine s'or.anise
tous les lundis soir H L -eures. C-a*un s'en.a.e H)arti*i)er en res)e*tant les r<.les de la *on+i+ialit; et de la
)arti*i)ation *itoyenne. "lad-;sion se r;alise)ar un en.a.e, ent ;*rit. "es deuF ;+;ne, ents , aeurs dans
liann;e sont ou+erts sur la +ille et interasso*iatifs : *Toi et Moi en Fêtes* (2M_22 d;*e, =re) &airie du 8'8 A ((DT
et *L'insolite de la Place des Fêtes* (, ois en &ai_5uin sur la)la*e)u=li:ue).

B2652* .), +%2&

200 Z *Usagers de la psychiatrie : de la disqualification à la dignité. L'advocacy pour soutenir leurs paroles*»
(#S, &artine D9T\$'T S\$ "A et Claude D#9TSC@.

2002 (;alisation d'une +id;o destin;e auF soi.nants ^A9S# (- #CC de Caen et &oderniser Sans #F*lure Z de
l'hospitalisation à l'hospitalité [AE]

200A : r;alisation d'un /il, ^ !i*k-ad+o*a*y Z *Ces Citoyens qu'on dit fous* [EE]

200M *L'Advocacy en France*)ar &artine D9T\$'T #d #@#SP, (ennes. 111.)resses.e-es)./r

2002 *un film : vous avez dit fous ?* – ad+o*a*y ? h il no , ade

9n Journal *Le Mégaphone* (téléchargeable sur www.advocacy.fr)

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$$S^*42^* - + / 34\% * 5^* . 24, 5, -, 53/2/ * 0 \% \& ') 2 + / , 6)^* , : ' * \% \& 5 + ' * \\) \& / ' *) \& \% \& \% \& , 5' \% * 0 B \& 5 ,) (/ 2 , - 4 \% 25 :) \& - 2 - \% \& + \&) 2^* : * 0 + * / ' \\ C \% \&) - * 635$$

63 H, 52- , H, ' , 5/9, 3, 1



The Chernobyl disaster led to a significant change in the psychological state of the population of Belarus. The survivors are insufficiently informed about radiation effects, contradictory information on the situation in the environment, mental radioactivity and its consequences, the persistence of fear for their health, life and well-being. For their relatives, the sudden change in life stereotypes (or role transfer, loss of their assets, the change of their location and of their type of work), the need to constantly ensure safety, measures and the need for regular monitoring.

Various researches confirm that among the population of Belarus who suffered the accident there is a reduction of the level of psychological adaptation, dissatisfaction, and pessimism, attention of the future. All of the effects of the Chernobyl disaster led to the loss of personal safety, which is the evidence of the development of socio-radiological stress. Its effects have a cumulative nature, and its range is always widening. In 2006 the population of Belarus suffered from socio-radiological stress, in 2007 - 22%, in 2008 - 26%.

All the survivors, mentioned above in Ukraine, children, resident on the contaminated area, which in its turn, makes the role of the triads a road for the improvement of health conditions actual. In any European countries there is a tendency to organize the Chernobyl victims. Since 2005 annually about 10 thousand children, resident in the area which is affected by Chernobyl, have been to 20 countries for the improvement of health conditions. The majority went to Italy (more than 40 thousand), Germany (10, 2 thousand), Spain (4,6 thousand), Great Britain (2,4 thousand), Ireland (2,4 thousand), Belgium (2,4 thousand), the USA (1,4 thousand), Austria (1 thousand) and to other countries.

In the Chernobyl situation it is important to understand the significance of the triads and the improvement of health conditions in the Ukrainian Belarusian areas, in the neighboring countries. In the post-Chernobyl period socio-psychological situation in Belarus changed in such a way that the triads a road for 2-6 years were possible only due to various foreign volunteer organizations. In our turn the same attention a road to the self-help (very often these children admit been even outside their village) to another socio-psychological and socio-cultural environment, an additional attention to the psychological, the development, the development of a child's personality. For example, on one hand, they have a positive influence on the child's cultural development, the identification of the child's origins, positive family environment, material assistance of the host family, the development of tolerance etc. In the other hand (the development), the development of parasitical position, non-realistic joint of the area is a better life

[t-ere], outside one's country, 1-i* - *an alle*t t-e /or , ation o/)atrioti* /eelin.s and *-ara*ter traits. 'n t-is *onne*tion t-e ai , o/ our resear* - is so*io-)sy* -olo.i*al analysis o/ t-e eF)erien*e o/ -ealt- re*o+ery a=road, its retros)e*ti+e esti , ation. T-e ur.en*y o/ t-is)ro=le , is in*reasin.ly .ro1in. sin*e t-ere are no resear* - in t-e , atter.

T-e /ollo1in. , et-ods o/ resear* - 1ere used: sur+ey , et-od\$ t-e , et-od o/ eF)ert e+aluati#\$ t-e analysis o/ 1ork 1it- a /o*us-.rou)\$ t-e statisti*al , et-ods o/ t-e ela=oration o/ data\$ inter)retation , et-ods.

T-e sa ,)le resear* - en*o ,)assed =oys and .irls 1-o 1ent a=road /or t-e re*o+ery o/ -ealt- *onditions in t-eir *-ild-ood and adoles*en*e one or , ore ti , es. 6L b o/ t-e res)ondents 1ent a=road /or t-e i ,)ro+e , ent o/ t-eir -ealt- *onditions -2 ti , es (a :uarter o/ t-e , ^ only ti , e)\$ A-6 ti , es ^ 6 b\$ /i+e and , ore ti , es ^ A6 b.

T-e resear* - 1as *ondu*ted on a sa ,)le o/ 2EM youn.)eo)le. LL b a*ually are uni+ersity students, 2A b are students o/ +o*ational s*-ools, *olle.es, 2L b are +illa.e youn.)eo)le, LA b are /ro , =i. *ities. Ab o/ t-e sa ,)le are attendants. T-e do , inatin. a.e o/ t-e sa ,)le is 2 years.

'n t-e o)inion o/ 26 b o/ t-e res)ondents, C-erno=yl 1orsened li/e *onditions and led to +arious -ealt-)ro=le , s. A :uarter o/ t-e res)ondents -a+e serious -ealt-)ro=le , s *onne*ted 1it- C-erno=yl, 6 b , ark t-at t-eir)arents su//er /ro , serious -ealt-)ro=le , s, AA b - t-eir relati+es su//er, 2 b - /riends. E b o/ youn.)eo)le say t-at t-ey)ersonally kno1)eo)le 1-o 1ere taken ill a/ter C-erno=yl disaster. L b o/ t-e res)ondents t-ink t-at /oodstull/ in one or anot-er 1ay is *onta , inated =y radioa*ti+e nu*clides.

&ore t-an a -al/ o/ t-e res)ondents (K b) are sure t-at t-e state does its =etter to , ini , iGe t-e *onse :uen*es o/ C-erno=yl disaster and to)rote*t t-e -ealt- o/ t-e)o)ulation, =ut A2 b =elie+e t-at t-e , easures taken are non enou. - .

26 b o/ t-e res)ondents e+aluate t-eir -ealt- re*o+ery eF)erien*e as)ositi+e. Analysis. it at)resent t-ey , ark t-at t-is eF)erien*e 1as Za 1indo1 [to anot-er *ulture: it *ontri=uted to t-e e , er.en*e o/ interest to anot-er *ulture, , entality o/ anot-er nation\$ rein/or*e , ent o/ national identi/i*ation due to understandin. t-e di//eren*es in t-e , entality\$ 1idenin. o/)oints o/ +ie1 a=out intera*tion a , on. *-ildren , =et1een *-ildren and adults\$ e , er.en*e o/ ne1 ideas a=out /a , ily\$ 1idenin. o/ lan.ua.e o)ortunities\$ de/inin. o/ a -i. -er li+in. standard, as)iration /or intensi+e sel/-de+elo) , ent. 4oun.)eo)le *onsider +ery i ,)ortant a -i. -er le+el o/ t-e)resen*e o/ ne*essary li/e /a*ilities 1-i*- t-ey 1ere a=le to dis*o+er due to t-e tri)s, it /a+ored t-e e , er.en*e o/)ersonal)ro.ra , , e o/ t-e i ,)ro+e , ent o/ li/e *onditions.

T-e , a)ority o/ t-e res)ondents list a , on. t-e)ositi+e e//e*ts o/ sanitary tri)s t-e i ,)ro+e , ent o/ -ealt- *onditions due to /ull+alue nutrition, a*ti+e 1ay o/ li/e, tri)s to t-e seaside and , ountains, -earty 1el*o , e o/ t-e -ost /a , ily. Des*ri=in. t-e relations =et1een *-ildren in /a , ilies, *a ,)s, s*-ools, t-e , a)ority -i. -li. -ts /riendliness, o)enness, ease in , akin. /riends 1it- /orei.n *-ildren. \$n t-e se*ond day o/ t-e so)ourn in anot-er *ountry, t-e res)ondent /elt t-at t-ey 1ere a**e)ted and)eo)le 1ere /riendly to t-e , . 't 1as +ery)leasant t-at no=ody e ,) -asi)ed t-e di//eren*es =et1een *ultures, lan.ua.es, a.es.

T-e res)ondents noti*ed t-at t-ere 1ere , ore li=eral relations-i)s =et1een adults and *-ildren (Z , inor distan*e [, Z , ore)er , its in *o ,)arison 1it-)ro-i=ition []. 4oun.)eo)le re , e , =er t-at t-ey 1ere *onsidered /a , ily , e , =ers or e:ual , e , =ers o/ *-ildren\$.rou). So , eti , es t-ey noti*ed t-at in t-e -ost /a , ily t-ere 1as

, ore *are to 1ard t-e , , t-an to)ro)er *-ildren. So , e res)ondents =elie+e t-at /a , ily relations in t-e -ost /a , ily 1ere =etter and , ore)ositi+e t-an in t-eir o1n /a , ilies (-ere 1e s)eak a=out youn.)eo)le /ro , ad+erse /a , ilies). A**ordin. to t-eir esti , ation, t-ey /ound so , e .uidin. lines in t-e /or , ation o/ a)ro)er /a , ily on t-e =ase o/ , utual understandin. , assistan*e, *are.

\$nly Kb o t-e res)ondents -i. -li. -t t-at t-eir eF)erien*e in one 1ay or anot-er 1as ne. ati+e =e*a use o/:

- eFa. .erated sur+eillan*e o/ t-e -ost /a , ily§
- *oldness and -au. -tiness to 1ard !elarusian and (ussian)eo)le (Poland)§
-)er*e)tion o/ ZC-erno=yl *-ildren[durin. t-e /irst years o/ sanitary tri)s as)eo)le /ro , anot-er dan. erous di , ension [(7er , any)§
- jealousy o/ t-e *-ildren in t-e -ost /a , ily, in)arti*ular 1-en t-ey 1ere youn. er or o/ t-e sa , e a. e ('taly, !el. iu ,)§
- di//erent attitude to 1ard)ro)er *-ildren and in+ited *-ildren, t-e /eelin. t-at \1e -a+e stayed too lon. and -a+e to .o] (7er , any).

KMb o/ t-e students 1-o 1ent a=road nu , erous ti , es assu , e t-at t-ese tri)s *ontri=uted to t-e de+elo , ent o/ t-eir)atrioti* /eelin.s. T-ey are sure t-at , ore ti , es one .oes outside t-e *ountry (ea*- o/ t-e , -as =een a=road , ore t-an 6 ti , es), , ore)ossi=ilities one -as to understand t-e ad+anta. es and disad+anta. es o/ li+in. t-ere, di//i*ulties, t-at)eo)le /a*e, and to e+aluate o=le*ti+ely t-e ad+anta. es o/ li+in. in t-e nati+e land. ZT-ese tri)s , ade us t-ink t-at 1e don't)ay , u*- attention and don't a))re*iate t-e =eauty o/ our nature and ot-er t-in.s 1e -a+e[- say youn.)eo)le. Kb -i. -li. -t t-at t-eir)atrioti* /eelin.s didn't *-an.e, Kb o. t-e res)ondents still 1ant to .o a=road to study and to 1ork. &any res)ondents 1ould like to study or)arti*i)ate in so , e)ro)essional trainin. /or A , ont-s or , ore.

AnalyGin. t-e /a*tors *ontri=utin. to t-e desire o/ 1orkin. and li+in. in t-e nati+e land, t-e res)ondents dra1 attention to:

- ™ A .reat +alue o/ *lose relations-i) in t-e /a , ily, un1illin. ness to lose t-e , §
- ™ A .reat +alue o/ /riendly relations-i), 1-i*- -as a -i. -er le+el o/ inti , a*y§
- ™ Well=-ein. o/)ro)er /a , ily, 1-i*- leads to -i. - li/e :uality in t-e nati+e land§
- ™ understandin. o/)ers)e*ti+es o/ sel/ realiGation in t-e nati+e land, t-e)ossi=ility o/ earnin. in a 1ort-y , anner§
- ™ =elie/ in)ositi+e)ers)e*ti+es o/ t-e nati+e land§
- ™ t-e understandin. o/ t-e di//eren*e =et1een , entalities§
- ™ t-e attitude to 1ards e , i. rants, as to)eo)le o/ t-e se*ond sort§
- ™ t-e dan. er o/ =e*o , in. a sla+e t-ere (a=road).

A lot o/ res)ondent re , e , =er t-at durin. t-eir sanitary tri)s t-ey 1ere i ,)ressed =y res)e*t/ul attitude to 1ard t-e , , attention in #n. lis- -ost /a , ilies, e , otional and -earty 1el*o , e in 'taly, Fran*e and CGe*- (e)u=li*. &any res)ondent 1-o -a+e =een to 'taly -i. -li. -t t-e /riendly *lose relations-i) 1it- t-e -ost /a , ily 1-i*- -as led to /riends-i) =et1een 'talian and !elarusian /a , ilies. So , e res)ondents assu , e t-at it 1as t-eir -ost /a , ily to , ake t-e , t-ink a=out uni+ersity edu*ation.

In the opinion of the respondents, the main reason for the migration to the United States and elsewhere, they are attracted by: the desire to make an attempt of self-realization in another country, more favorable conditions for the individual, more economic opportunities, and the desire to improve the quality of life. So the socio-economic analysis of the influence of sanitary conditions in the period of post-World War II era, it is to make the following conclusions.

Sanitary conditions improved since the 20s by volunteer organizations from various countries. The retrospective evaluation, a range of factors contribute to it (a good organization, collaboration between the American and host parties, individual quality requirements, friendliness and hospitality of the host party, positive socio-economic climate). These data are confirmed by the expert evaluation, which testifies to the reliability of the research results.

The effective contribution in the opinion of young people:

- the economic conditions due to climate, nutrition, relationships
- self-development, due to learning a new culture, identification of the origins, assimilation of important decisions
- national identification. The majority of young people (86%), due to analyzing their effective contribution to the sanitary conditions, see in the realization of better advantages of living in the native land, economic assimilation, optional life as a goal.

The important socio-economic factors among young people at present increase in the contribution to the intensification of migration process, development of political, economic, scientific relations between countries, which leads to cultural and educational exchange, and to the organization of joint, shared activities and enterprises. The socio-economic contribution to the adaptation in the conditions of another culture, and determine the future cultural interaction.

P/34%*-+%3/24,5)2/9, -:), /4% 1* :&5, ++524, '2* -

63 G2*, 44%2- * L, ;, -4*1 M* -24, M, -: ,5P2 " , 62* A2&55*3
 "5*)2, -, R* 1, -*4 & V,5&- '2-, V,44,)*2



B,49.)*(- :

P(A' (P-ysi*al (isk Assess, ent 'n+entory) is a :uestionnaire used to , easure t-e)sy*-o)-ysi*al risk)er*etion§ it 1as de+elo)ed =y qDan. er Assess, ent l uestionnaire], and it's *o ,)osed o/ 2L ite , s lit- L-)oint "ikert (0 m qno)-ysi*al riskq, K m qeFtre , e)-ysi*al riskq). 'tis *o ,)osed =y t1o s*sales: q@ealt- (iskq and qS)ort (iskq. T-e :uestionnaire -as =een ad , inistered to a sa ,)le o/ EE adoles*ents attendin. t-e /irst and /i/t- year o/ -i. - s*-ool o/ Paler , o. A /a*tor analysis -as =een *ondu*ted to in+esti. ate latent stru*ture o/ P (A', in order to identi/y res)onsesll latent di , ensions. Fa*tor analysis -as =een *ondu*ted se)arately /or , ales and /e , ales and it)rodu*ed t1o s*sales (q@ealt- (iskq and qS)ort (iskq), /or , ed res)e*ti+ely =y and E-ite , , lit- a :uite si , ilar *o ,)osition. 'tis)ossi=le to *onsider t1o disjoint di , ensions o/ risk)er*etion, re. ardless o/ .ender. To a*-ie+e our .oals 1e used t-e (as*- , odel, de)endin. on t-e *ate.ory o/ , ulti)le*-oi*e :uestions (se+en)oints) in t-e :uestionnaire. T-e (& *an =e dra1n as an indi*ation o/ t-e)er*ei+ed risk =y t-e su=le*ts and t-e risk asso*iated lit- a)arti*ular a*ti+ity and it)er , its to)la*e t1o , easures on a *o , , on :uantitati+e s*sale o=tainin. t1o sets o/ esti , ates: one o/ su=le*ts P"P and one ot-er o/ "'P ite , s.

Fa*tor analysis re+ealed t-e , ulti) , ensionality o/ t-e risk)er*etion =y t-e)resen*e o/ t1o su=s*sales: @ealt- and S)ort (isk. T-e , ain o=le*ti+e o/ t-is study 1as to a*-ie+e one-di , ensional , easure o/ t-e indi+idual su=s*sales.

A21 /

To +erily t-e one-di , ensionality o/ t-e s*sales & and F.

To +erily / , ale and /e , ale are di//erent a=out risk)er*etion: as su. .ested =y t-e literature, 1o , en -a+e le+els o/)er*ei+ed risk -i. -er t-an , en, 1-ile t-ose lit- -i. -er le+els o/ edu*ation and -i. -er in*o , es tend to , ini , iGe t-e risk a*ti+ities.

To +erily / any)erson /a*tor (PF) a//e*ts risk)er*etion (D'F).

D, ' , , -,53/2/ , -: R&/ (5' /

To a*-ie+e our o=le*ti+es se+eral le+els o/ analysis -a+e =een used:

Full Professor of Co , , unity Psy*-olo.y, 9ni+ersity o/ Paler , o

² Co , , unity)sy*-olo.ist

^A Fello1 Professor, 9ni+ersity o/ #nna-3ore

⁶ P-.D o/ Co , , unity Psy*-olo.y, 9ni+ersity o/ Paler , o

		'te ,	'P
		↓ @ .2KE	↓ S .2 6
P"P	&		
	→	.A A	
Su=je*ts			
	F		
	→	.06	

Tab.2 : Correlations

R&0&)-4&/

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7ori, #., Sanari*o, &., PlaGGi, 7. (200E). "a +alutaGione e la , isuraGione nelle s*ienGe so*iali: o . etti+iH s) e*i/i*a, statisti* -e su*ienti e , odello di (as* - , %on Pro/it, A, K0E^K66.

"le1ellyn, D.5. (2002). P-ysi*al (isk Assess , ent 'n+entory. 'n D. 5. "le1ellyn, T-e)sy*-olo .y o/)-ysi*al risk takin. =e-a+ior, P-d T-esis.

T%& 62*+/34%*/*42,5 21+,4' *0 / (.24,5)&4* - /')(4'2* - , - :
 / *42,5 / (++)*' * - 6)&, /' 4, -4&)*+&),'&: A* 1 , -

63 S'&0, - * T,)' , .52,1 & O 1 ,) " , / / 2*1



! reast *an*er is res)onsi=le o/ a=out Kb o/ , ortality /or tu , or in 1o , en and it is t-e t-ird *o , , onest *ause o/ deat- in /e , ales in all o/ t-e #uro)ean 9nion *ountries: t-e leadin . *ause o/ deat- in /e , ales under KE years. Considerin . t-ese data , aste*to , y is t-e , ost /re:uently used treat , ent /or =reast *an*er, and it is e//e*ti+e alt-ou . - in+asi+e and *ould -a+e an i ,)ortant i ,)a*t on)sy*-olo.i*al 1ell=ein . (!urke ? 3issane, 22M). 'n order to lo1er ne .ati+e)sy*-olo.i*al e//e*ts related to , aste*to , y , ore attention -as =een turned to)atients: /irst t-e real ne*essity o/ , aste*to , y -as =een in+esti .ated in /a+our o/ =reast *onser+ation (&oyer, 22L), t-en)atients -a+e =een a*ti+ely in+ol+ed in t-e de*ision o/ a /uture (Ananian, et al., 2006) rat-er t-an)ro ,)t =reast re*onstru*tion (#lder, et al., 200E). 'n t-e last years =reast re*onstru*tion -a+e =een asso*iated to)sy*-olo.i*al and so*ial su))ort to)atients ((ot-, et al., 200E).

Co , , unity and -ealt-)sy*-olo.y , aintain t-e i ,)ortan*e o/ so*ial su))ort to *o)e 1it- trau , ati* e+ents like serious illness (Cou .-lin, 200M). Considerin . t-is)oint resear*-es a .ree t-at /a*tors in+ol+ed in 1ell=ein .)ro , otion are /a , ily su))ort (3udel, et al., 200M),)ersonal as)e*ts su*- as sel-/e//i*a*y , *o)in . strate .ies, resilien*e, e+ery day eF)erien*e su=je*ti+e :uality o/ li/e (Folk , an ? 7reer, 2000), so*ial su))ort, and *o , , unity inte .ration (Clayton et al., 200E) and relation as)e*ts in t-e intera*tion 1it-)-ysi*ians and -ealt- o)erators (Arora, 200A).

O6j&4'2;&/

Present study ai , ed to *o ,)are t-e e//e*ts o/ =reast re*onstru*tion and)er*ei+ed so*ial su))ort on)sy*-olo.i*al 1ell=ein . o/ 1o , en t-at under1ent a sur.i*al inter+ention to re , o+e =reast *an*er. We o)erationaliGed 1ell=ein . in ter , s o/ De)ression and Satis/a*tion 1it- li/e. We de*ided to , ake t-is *o ,)arison in t1o di//erent ti , e)eriod a/ter t-e *an*er re , o+al, t-e s-ort and lon .-ter , , t-at , eans in a -i . - li/e risk)eriod and 1-en t-e e , er .en*y due to serious illness de*reases.

We -y)ot-esiGed t-at:

=ot- =reast re*onstru*tion and)er*ei+ed so*ial su))ort eFer*ise a ne .ati+e e//e*at on De)ression in s-ort and lon . ter , §

=ot- =reast re*onstru*tion and)er*ei+ed so*ial su))ort eFer*ise a)ositi+e e//e*at on Satis/a*tion 1it- li/e in s-ort and lon . ter , §

9ni+ersity o/ Turin, De)art , ent o/ Psy*-olo.y

the effect of reattachment and reintegration on Depression and Satisfaction in the long-term.

Methods:

The study was carried out on a sample of 20 reattached veterans (aged 42-60 years) recruited in a hospital, a military hospital in Sassari (Italy) and a hospital of Plastic Surgery Clinic of University of Sassari.

The average age of participants was 61.2 years ($SD = 4.5$). The participants, 20.5% were college graduates, 20.5% were high school graduates, and 60.5% had a lower educational level. They were, on average, 10.5 years (range 6-15 years) since reattachment. The 10.5 years (range 6-15 years) since reattachment did not differ from the 10.5 years (range 6-15 years) since reattachment. The 10.5 years (range 6-15 years) since reattachment did not differ from the 10.5 years (range 6-15 years) since reattachment.

Data were gathered by means of a questionnaire including:

1) Depression Inventory for the 21st Century (Steer, 2002) used by Akerstedt et al. (1998) (Cronbach's $\alpha = .88$)

2) Satisfaction with Life Scale (Diener, et al., 1985) used by Eklund et al. (2002) (Cronbach's $\alpha = .92$)

3) Multidimensional Scale of Perceived Social Support (Zimet, et al., 1988) used by the researchers (Cronbach's $\alpha = .96$) used by 6 items rated on a Likert-type scale (1 = first one, 5 = last one) for Family (Cronbach's $\alpha = .26$) and the first one for Family (Cronbach's $\alpha = .26$).

To test the hypothesis we set two linear regression models, one predicting Depression and the other predicting Satisfaction. We tested the two models on two different groups. The *short-term* group used by 10.5 years since reattachment in the last 5 years (50% EM) and the *long-term* group used by 10.5 years since reattachment in the last 5 years (50% EM).

Results:

Depression score was related to Plastic reattachment (Cronbach's $\alpha = .88$) and SPSS scores. This model was tested separately on the *short-term* group and the *long-term* group. In the *short-term* group only reintegration (Cronbach's $\alpha = .88$) was related to Depression score (Cronbach's $\alpha = .88$) in the *long-term* group reintegration (Cronbach's $\alpha = .88$) resulted in a significant predictor of Depression (Cronbach's $\alpha = .88$) in the *long-term* group. Friend influenced negatively Depression (Cronbach's $\alpha = .88$).

Similarly, models were tested on the two groups to predict Satisfaction. Also in this case the amount of reattachment (Cronbach's $\alpha = .88$) was significant and was significant in the *long-term* group. In the *short-term* group all the predictors were significant in the Satisfaction. The strongest influence was that of reintegration (Cronbach's $\alpha = .88$) for Family (Cronbach's $\alpha = .26$) followed by reintegration (Cronbach's $\alpha = .88$) and Plastic reattachment (Cronbach's $\alpha = .88$). Perceived social support (Cronbach's $\alpha = .96$) did not influence in the *long-term* group results were similar to the ones of the reintegration model of Depression. Perceived social support (Cronbach's $\alpha = .88$) was a significant

in/luen*e (-m.A2) and also)er*ei+ed su))ort /ro , Friend did it (-m.A0). \$t-er)redi*tors did not eFer*ised any in/luen*e. Ta=le)resents t-e su , , ary ol t-e /our re.ression , odels.

M* : &5	S2. -2024, -' +)&:24'*)/	f
De)endent +aria=le: De)ression <i>Short-term</i> .rou) (- adl. m .E2)n.00	P&)4&2;&: / (++*)' 0)* 1 S+&42,5 O'%&)	-.65gg
De)endent +aria=le: De)ression <i>Long-term</i> .rou) (- adl. m .A2)n.00	P&)4&2;&: / (++*)' 0)* 1 ")2&- : / P&)4&2;&: / (++*)' 0)* 1 S+&42,5 O'%&)	-.36g -.3\$g
De)endent +aria=le: Satis/a*tion 1it- li/e <i>Short-term</i> .rou) (- adl. m .6E)n.00	P5, /'24 R&4* - /')(4'2* - P&)4&2;&: / (++*)' 0)* 1 " , 1253 P&)4&2;&: / (++*)' 0)* 1 S+&42,5 O'%&)	.31gg .41gg .36gg
De)endent +aria=le: Satis/a*tion 1it- li/e <i>Long-term</i> .rou) (- adl. m .AK)n.00	P&)4&2;&: / (++*)' 0)* 1 ")2&- : / P&)4&2;&: / (++*)' 0)* 1 S+&42,5 O'%&)	.38g .32g

%ote : 00)n.0 o)n.0E

Table 1. Multiple regression analysis: summary of the models.

C* -45(/2* - /

!reast sur.i*al re*onstru*tion -as)ositi+e e//e*ts on Satis/a*tion 1it- li/e ol 1o , en t-at su//ered *an*er in t-e last A years 1-ereas does not -a+e any e//e*t on 1o , en /or 1-i*- t-e illness eF)erien*e is older t-an A years. 'n t-e s-ort-ter , t-e re*onstru*tion ,akes u) /or t-e ,utilation lo1erin. t-e)sy*-olo.i*al ne.ati+e e//e*ts ol t-e *-an.es in =ody i , a.e. 'n t-e lon.-ter , 1e -y)ot-esiGe t-at a *o.niti+e reor.aniGation and t-e -a=it to t-e ne1 =ody i , a.e ,ake irrele+ant t-e re*onstru*tion. So*tial su))ort a))ears to =e i ,)ortant /or)sy*-olo.i*al 1ell=ein. ol =reast *an*er)atients =ot- in t-e /irst)eriod a/ter t-e illness and in t-e lon.)eriod. Close relations (su))ort /ro , S)e*tial \$t-er) are)arti*ularly i ,)ortant -a+in.)ositi+e e//e*ts on =ot- De)ression and Satis/a*tion 1it- li/e in t-e s-ort and lon.-ter ,)eriod. Friends\$ su))ort does not in/luen*e)sy*-olo.i*al 1ell=ein. 1-en t-e a*ute)-ase ol t-e illness (and t-e e , er.en*y) is re*ent 1-ereas a*:uires i ,)ortan*e in ti , e.

R&0&)-4&/

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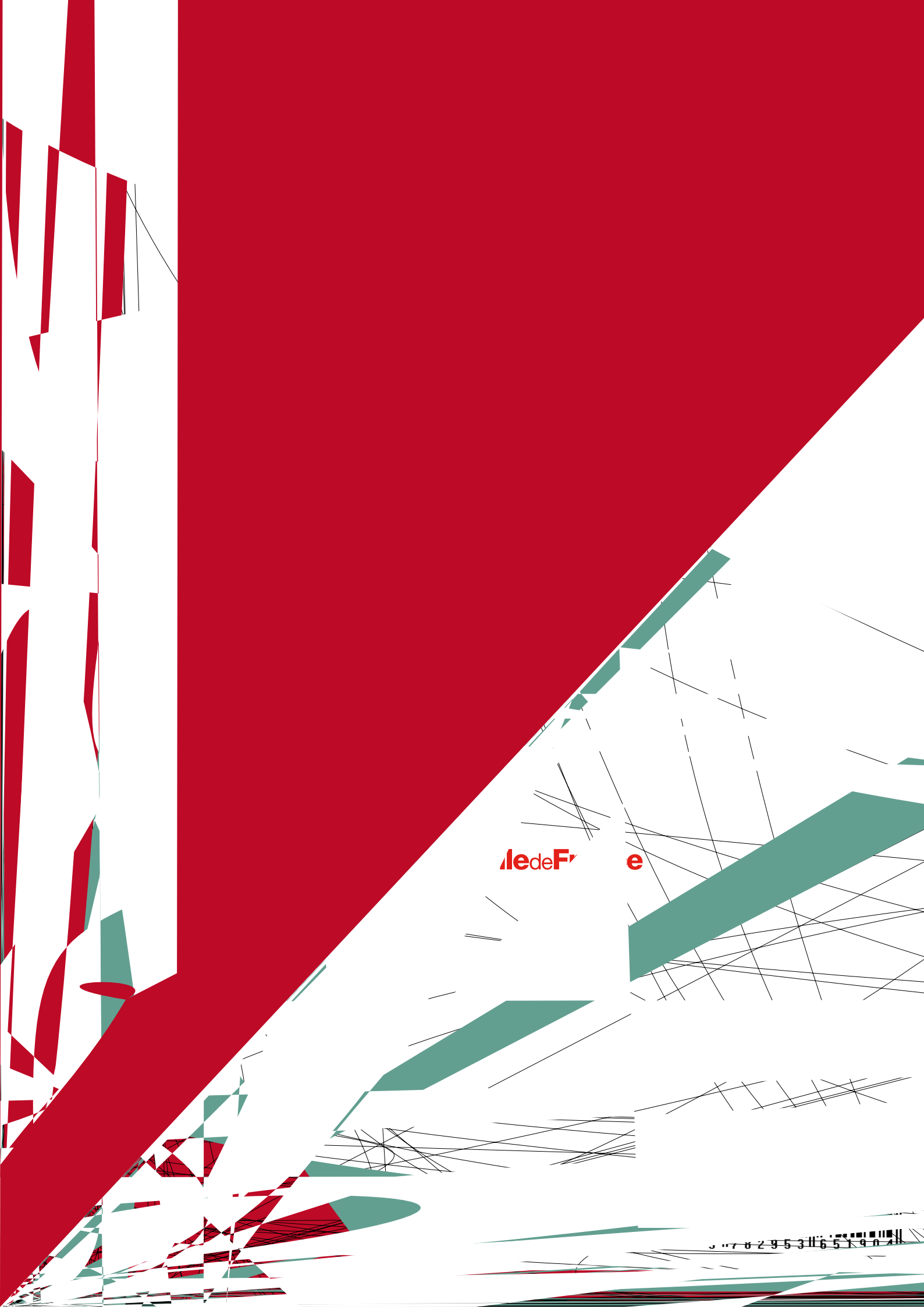
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