SOCIO CULTURAL ANIMATOR AS MEDIATOR IN A SOCIAL CHANGE AND LOCAL DEVELOPMENT PROCESSES
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Abstract:
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In a society that advocates in a continuous transformation, the Sociocultural Animator must be an adviser and agent of change and is certainly in this humanizing and transforming role of mediation that we want to explain the need for a culture of mediation that in it should develop a process of creation based on the questioning and collective reflection.
This study aims to know how these technical experts work in multidisciplinary teams, through a planning work, based on creative and innovative methodologies of mediation that gather the needs of youthful groups involved.

We also present some paradigms of Sociocultural Animation; the interpretive paradigm and the dialectical to joining them with the models of mediation, especially the transformative model and the communicational, as with the Theory Interactive of Creativity and the Participatory Action-Research model.

These are paradigms that according to Caride (2003) are based on transformation, and we find this word Transformation to be common to the process of Sociocultural Animation, the process of mediation, the Action-Research and the creative process.

The most important in mediation is not to reach an agreement, but rather allow a process where the people concerned can educate themselves and reflect on the probability to solve. Contribute to democratic participation, in a process of interrelation, cooperation and transformation. This Animation work puts in first the expression of the group and his management to answer to their needs and the Animator only help the group in its organization. It is an animation based on exchanges and relationships, and therefore important to develop with a group of youthful people. This animation is closer to that of the mediation process that had been explained and defended by us.

INTRODUCTION

In the present study we want to learn and know how the whole process of mediation is developed in different areas of Sociocultural Animation and how the Sociocultural Animator, as a mediator, adjusts creative methodologies of intervention through Action Research Projects, involving a work with other social structures.

It is in this context that this research will be developing, and the specific context is the mediation of the Action-Research projects in different areas of Sociocultural Animation. The subject of study is undoubtedly the exploration of
new creative methodologies of action in the mediation process of Sociocultural Animator in formal and non-formal education. In this communication we will only present some facts (strategies and activities) relatives to a children home and a community centre of youthful.

Therefore, models of Mediation and models of Action-Research, Animation Paradigms and Creativity theories, interconnect and merge in a prospect to improving quality of life, solving problems, democratic participation, transformation / social change, cooperation, interaction, critical thoughts and interpersonal revaluation, where the organizers protagonists of exchanges and cooperation, grow emotionally and cognitively in a process of reunion, recognition, reconstruction and revaluation. The mediation appears as an integral formation and Animation as a group of integrative practices of the protagonistic.

**PROBLEM**

Whereas the literature review contributes to a valid theoretical framework so that there is a proper structure of study the subject of this research arises from the interaction of 4 (four) concepts presented above:

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Sociocultural Animation ↔ Mediation ↔ Creativity ↔ Action-Research
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The study aims to observe the transformation that the Sociocultural Animator causes in different areas (different groups) from the concepts of animation, mediation, creativity and action-research.

Based on literature review and on the theoretical framework designed the two questions of this research are:

- What are the strategies used to adapt the artistic and integrated expressions in the process of mediation in the practice of Sociocultural Animator?
- What are the consequences of the use of artistic and integrated expressions for the training plan and intervention models?
OBJECTIVES

Based on the questions of departure, we design the general objective of this research:
- Contribute to the implementation of an integrated method through artistic expressions in the Sociocultural Animation.

We designed the specifics that show the need to understand and analyze how Sociocultural Animator through artistic integrated expressions:
1. Acts in diverse areas
2. Adapt new intervention methodologies
3. Develop Action-Research Projects
4. Develop a creative process of mediation
5. Causes transformation and social change

METHOD

This study uses a qualitative methodology employing an exploratory model research, by a naturalistic approach.

We also use a quantitative approach that involves a rigorous analysis and quantified statistically in order to lead to a descriptive analysis that will help the qualitative research in the development of scales of observation and subsequent data analysis.

We intend to develop this research with a group of sampling non - probability, it is a multiple case study, made by individuals - type, consisted by finalists students of the Academic Degree of Sociocultural Animation at a final professional training, developed through a Project methodology of Participatory Action-Research in various areas - cultural centres, city councils, associations, community centres, retirement homes, (day centres), and children’s homes.
TECHNIQUES AND INSTRUMENTS

With this group we initially used a survey on the subject of the role of mediation and the methodologies used within their Action Research projects. This survey will have all the processing of statistical data, leading us to a descriptive and inferential analysis, subsequently to a participant observation of the professional training students, and after will review the logbooks concerning their practice.

In the 1st semester of 2008-09 these students designed their pre-draft Action-Research Projects and in the beginning of the 2nd semester (March 2009) developed them through their professional training period, registering in their diaries all procedures and observations, using creative methodologies adapted to the reality of the involving community.

Following the period of professional training the supervisors responsible for each institution will also be interviewed through semi-structured interviews concerning the various concepts related to the practice of these finalists.

Due to the approach to the daily practice of this technical experts, we use several techniques and instruments for data collection (both quantitative and qualitative) as surveys, semi-structured interviews, logbook (diary) and participant observation. We will observe the activities and strategies that they use, the type of mediation that develop and how adapt the creative methodologies they have learned.

In order to provide greater credibility and validity to this study we intend to use a triangulation, where will be a correlation of data from different techniques (quantitative and qualitative) to exist a converging of conclusions. It is a multiple triangulation where we combine different types of triangulation: data, methods and techniques.

CONCLUSION

Despite having emerged as a new profession in the area of non-formal education, linked to social Pedagogy, the Sociocultural Animator is still in a very restricted area of action in both educational and social.
Is to contribute to (re) creative knowledge of new methodologies of social intervention that we developed this research

Although we are still at an initial stage of surveys, of the participant observation and of some diaries, we recognize that during the processing and data analysis, and at the stage of the interpretation, the scientific rigor must be present in order to ensure the reliability of data, avoiding possible biases of the results, due to subjectivity.

We are aware that the way to go is still long, however we want do walk a creative and innovative way where “We are what we do, but we are mainly what we do to change what we are.” (Eduardo Galeano)

REFERENCES