



# L'intelligence territoriale au service d'un développement humain durable: le cas du réseau enfance vie éducative

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*L'intelligence territoriale au service d'un développement humain durable :  
le cas du réseau enfance vie éducative*

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**Summary :** This proposal comes from an operational research project. This project develops a follow up network to support children in difficulties of life or Learning, including handicap problems. The frameworks of the research refers to an economy of link, in order to place human well-being as a priority, and to an upward territorial intelligence.

**Résumé :** Cet article est issu d'un projet de recherche action. Ce projet entend placer l'enfant en difficulté d'apprentissage ou de vie (y compris les situations de handicap) au centre d'un réseau d'accompagnement. Les intentions de la recherche se réfèrent à une économie du lien, dont la visée est de remettre le bien être humain au centre des priorités, et à l'intelligence territoriale ascendante.

**Keywords :** suffering childhood, follow up, social network, informations, médiations, concerted actions, human well being, upward territorial intelligence, commitment.

**Mots clés :** enfance en difficulté, accompagnement, réseau social, informaytion, médiations, actions concertées, bien être humain, intelligence territoriale ascendante, engagement.

Territorial intelligence for a sustainable human being development : the case of childhood learning life network

This proposal comes from an operational research project in progress. The main purpose of this article can be included in the following IT-GO workshop : "Territorial intelligence and culture of development". This research project develop a follow-up network to help the children in difficulties of life, learning (included handicap problems). The framework of this research refers to an economy of link, in order to place the human well-being as a priority in economy (Stiglitz, Sen, Fitoussi, 2009; Dacheux, 2007). Consequently, the social, cultural and emotional environment of the childhood in difficulty of life and its lifestyle are part of the approach.

## Context

France, according to the High Council of education, Pierre Maurel (2009), succeeded the standardization of education. Since Guizot and Ferry laws<sup>1</sup>, France made a sustainable progress to educate population. However, its educative system is still remained unequal and elitist. The conclusions of the Education High Council report (HCE, 2007) notes that, most of the time, the elementary school does not allow to reduce the difficulties noticed at the first steps of scolarity level. This problem is growing more and more all along the scolarity, implying most often a non graduated exclusion. Besides, the law<sup>2</sup> for equality of rights and chances, the involvement and citizenship of handicapped people set a right for an everyone school for everybody, with all the necessary follow-up. In fact, the basics of this law are rarely set up because of a lack of financial, material and human resources competencies, especially in case of handicapped children. In the other hand, Jean-René Buisson, both as a member of the environmental and social economical Council, and as a reporter for pedopsychiatric advice<sup>3</sup>, notes a failure in taking into care children and adolescents mental diseases. Because of the compartmentalization of professional actors, if families are not part of a personal acquaintance network, it's really impossible to obtain a first pedopsychiatry appointment. As a consequence, a social discrimination in therapies access does exist.

Within a territory like a city, in territorial policies framework, several contractual devices try to coordinate the local educative developments. The local educative project<sup>4</sup> is a meta contractual device in charge of coordinating, revealing all the local educative development. It means : organizing the dialogue, sharing mutual resources and making information circulating. This educative advising platform links together family, associations, municipality projects with elementary, secondary projects thanks to different kinds of public contracts like : Cel (local educative contract)<sup>5</sup>, Cej (youth childhood contract)<sup>6</sup>, Clas (scolarity follow up local contract)<sup>7</sup>, Clspd (local safety and juvenile delinquency prevention council)<sup>8</sup>. It tries to maintain a cohesion and harmonize actions following three criteria :

- The age of children between infancy, childhood or adolescence
- The child schedule distribution between school and extracurricular activities
- The educative devices available on a territory

Therefore, territorial policies are in front of a triple compartmentization of educative actions :

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<sup>1</sup> <http://www.education.gouv.fr/cid194/les-textes-fondateurs.html>,  
<http://www.senat.fr/evenement/archives/D42/index.html>

<sup>2</sup> Loi n°2005-102 du 11 février 2005,  
<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000006051257&dateTexte=20100316>

<sup>3</sup> [www.conseil-economique-et-social.fr/rapport/Avis\\_JR\\_BUISSON.pdf](http://www.conseil-economique-et-social.fr/rapport/Avis_JR_BUISSON.pdf)

<sup>4</sup> PEL : <http://www.ville.gouv.fr/?Projet-educatif-local-et-politique>

<sup>5</sup> 5 CEL : <http://www.educasource.cndp.fr/selectthema.asp?ID=132241>

<sup>6</sup> CEJ : [http://www.caf.fr/wps/portal/!ut/p/c0/04\\_SB8K8xLLM9MSSzPy8xBz9CP0os3hLf2dfY0cn3xDDEAMTAyMfIyN\\_89AQYwMDY\\_2CbEdFAFw17Z4!/](http://www.caf.fr/wps/portal/!ut/p/c0/04_SB8K8xLLM9MSSzPy8xBz9CP0os3hLf2dfY0cn3xDDEAMTAyMfIyN_89AQYwMDY_2CbEdFAFw17Z4!/)

<sup>7</sup> 7 CLAS : <http://www.travail-solidarite.gouv.fr/espaces,770/famille,774/informations-pratiques,981/partenaires-institutionnels-et,859/contrat-local-d-accompagnement-a,9789.html>

<sup>8</sup> 8 CLSPD : <http://www.senat.fr/rap/105-476/105-47620.html>

spaciotemporal, by actors specialization operating close to children, and by field of operation (school and extracurricular activities). Consequently, local actors involved in educative way carry out partial and selective actions due to a lack of educative long term purpose.

### **Hypothesis**

Our main hypothesis is that voluntary commitment (Bernard, 2006; Duvernay, 2005) of professional actors within a collective action allows to improve the childhood in difficulty of learning and life follow-up. Adopting a territorial intelligence processes would ensure the coherence of the childhood in difficulty of learning and life follow-up device. We consider territorial intelligence as a “sustainable development ethics that enhance three principles : the involvement, an overall and well-balanced approach of territories and the partnership” (Girardot, 2004). This following-up space could be designed like a network whose the main mission would be an early detection of suffering or difficulty learning children, the set up of a collective thinking, in order to produce coordinated and discerning actions between actors who are not used to work all together. We want to promote an upward territorial intelligence approach (Pelissier, Pybourdin, 2009) : the reticular approach for the actors social cooperation.

### **Theoretical basics**

There are two opposite approach for territorial intelligence : the downward one and the upward one. In the first case, the decentralized policies and rules are imposed to the territory although in the second case, territory is considered as an emergent new concept of local governance in a sustainable and fair development for municipalities (Dumas, 2007). Such an upward approach shows a vision of the territory as an enhancement space of local resources built in accordance with an endogenous logic and favours the sharing of information in accordance with a cooperative logic (Pybourdin, 2008). In this new local development approach, territories are more considered as local forces of dynamism, active and actors, than “passive receptacles” (Greffé, 2000). In a world-wide competition context, in which “the relationship ecosystem became a key factor of performance” (Veltz, 2002), the territory represents a privileged supplier of relationship resources.

In the field of collective and concerted action in network and collaborative work, a model of social cooperation built on a network society (Castells, 1999), the computer science and the internet. The stake of networks is to favour synergies of cooperation between heterogeneous actors belonging to distinct culture and channels and more or less rooted on the territory. These communities of practices (Wenger, 1998) represents some groups of people sharing a same hobby and/or the same problematic. They increase and enrich their knowledges and survey interacting regularly. Their main characteristic is a strong link between all their members. These strong links are essential to the diffusion of complex and non codified knowledges, which require many direct and recurrent interactions. In return, these interactions structure confidence relationships that allow to validate some informations without first validating the informants. However, the initiation of “bridges” between communities of practices is all the most important because it allow the diffusion of new informations and knowledges. These “bridges” represents some weak links depending on meeting opportunities of two independent groups and some potential benefits of their relationship. These kind of confidence links come from a belonging feeling or territorial appropriateness which are part of a symbolic representation. In order that local actors think their link to their territory coming from an integration of a local, progressive, feeling, it is necessary to make a local public space emerging of which they could feel responsible for enough to engage themselves on a shared project (Bertacchini, 2004). In the upward territorial intelligence framework, they have to invent new ways of citizenship and living on their territory learning new possibilities to act all together at a local governance service. As a result, a learning territory is emerging offering a special place to any kind of citizen in a “local orchestra” (Herbaux, 2007).

### **Set up of childhood follow up network**

The set up of such a social network has to be considered through a collective technical and social imaginary (Flichy, 2001 ; Duvernay, 2004 ; Dumas, Duvernay, 2009). This kind of imaginary depends on few actors' first intentionality. These are motivated by a *rupture ideology*. In this case, it depends on I3M laboratory's researchers and a local authority. Both of them intend to identify earlier suffering children and propose *ad hoc* support actions.

This social network is made of day nursery, elementary and secondary schools and their staff, hospital and health care professionals, sports, cultural and social organizations, legal proceedings, families and all existing educational devices. These actors are encouraged to share informations under pledge of professional secrecy :

- Is it a psychological, emotional, behavioral, medical, social, cultural or economic difficulty?
- What kind of disability do the actors meet ? What specific support do they need?

Then, the actors try to propose solutions to the family by using a collaborative approach with coaching and networking.

This operational research project is now at the step of development of the *object bag* (Latour, 1989). During the first phase, researchers enter in contact with the actors. They meet each of them in his organization. From understanding interviews, they identify the network's summits (Rostaing et al., 1999). This first phase involves:

- An exhaustive list of actors
- A classification of intervention
- The understanding of actors' interests and professional problems
- The collect of an ideal network concept which would facilitate professional activities close to suffering children.

At the end of the first phase, everybody can be noted that a complementary competences network is attractive. It is not an innovative idea, because everyone tries to activate his personal relationship to unblock difficult situations. Some testimonies reveal some independent actors' strategies (Crozier, Friedberg, 1977). These devices depend on public policies. They conform the municipality's actions by the enactment of organizational, structural and financial standards. When it's possible, actors try to adapt this standard to a specific situation.

However, all the actors the researchers met, understood the research as a potential mediations space. This one could establish an open cooperation and collaboration passage. These initial interviews allow us to identify an actors typology (Boutinet, 1998). It seems necessary to organize a network with *central heterogeneous actors* who communicate to understand, analyze situation and propose solutions. Those actors compose the "steering committee", in which researchers identify the key element : the city social centers's psychologist, who is in connection with day nursery, elementary and secondary schools, the hospital and health care professionals, social organizations, legal proceedings, and families. Psychologist takes also place in a lot of existing educational devices. This "steering committee" asked a second circle, more distant, composed with "professional competences". Already, the interviews reveal *conflicting or confronting actors* :

- The elementary school teachers express some dispute through a bitterness feeling. They are tired of participating in national support schemes that increase their daily working in various administrative proceedings. They have no more time less to meet families or to follow up children.
- Parents, whom children have difficulties or disabilities, often stay in inertia and denial before being able to begin « the ideal child mourning" and to draft of future.

The challenge of the project lies in the ability to recruit them. Ultimately, we propose an ideal network conceptual mapping. To this end, we cross the interviews with internet survey results who identify others structures and devices, whose objectives also concern child and family.

At the end of the first phase, various actions will be conducted in order to recruit different actors for the second phase. These actions relate to commitment theories (Bernard, 2006) and participate in the development of a prototype driven by a masking ideology. This recruitment is the set up of *collective members* (Metzger, 2007), whose development depends on interaction and trust between its members.

This *collective members* is characterized by an organic form of solidarity, resulting from the labor division. In one hand, everyone depend on the other, in the other hand, they can develop their own project. The social bond is defined by a commitment of the members and a belonging feeling. There is a confidence contract in order to share informations and lead concerted actions.

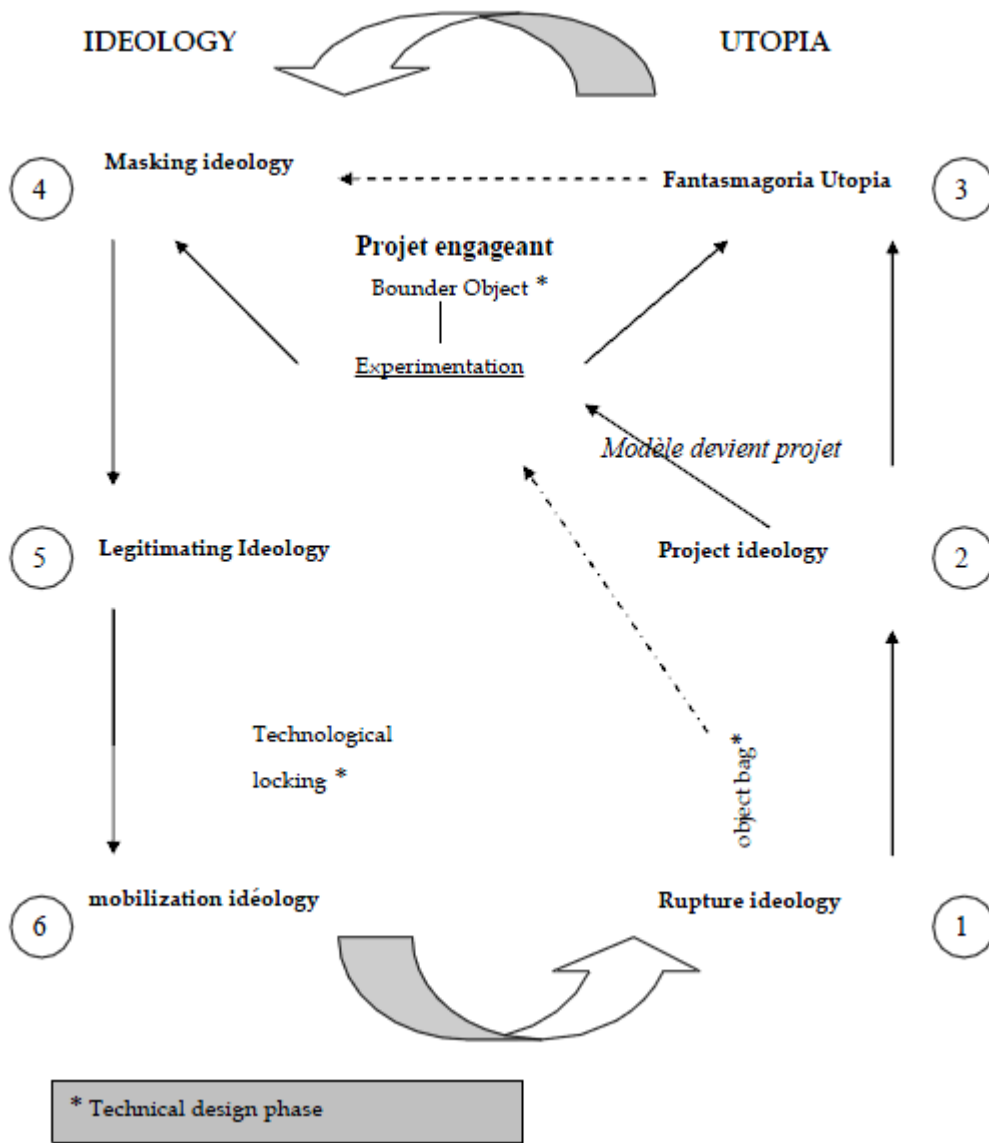
In the third phase, the evolution towards a *legitimizing ideology* involves the *institutionalization* of this project within the municipality. For this experimental success, it will be necessary to succeed in creating and maintaining :

- the social link and commitment of professionals
- the creation and dissemination of important resources, including professional secrecy
- and the régulation of actors' strategies.

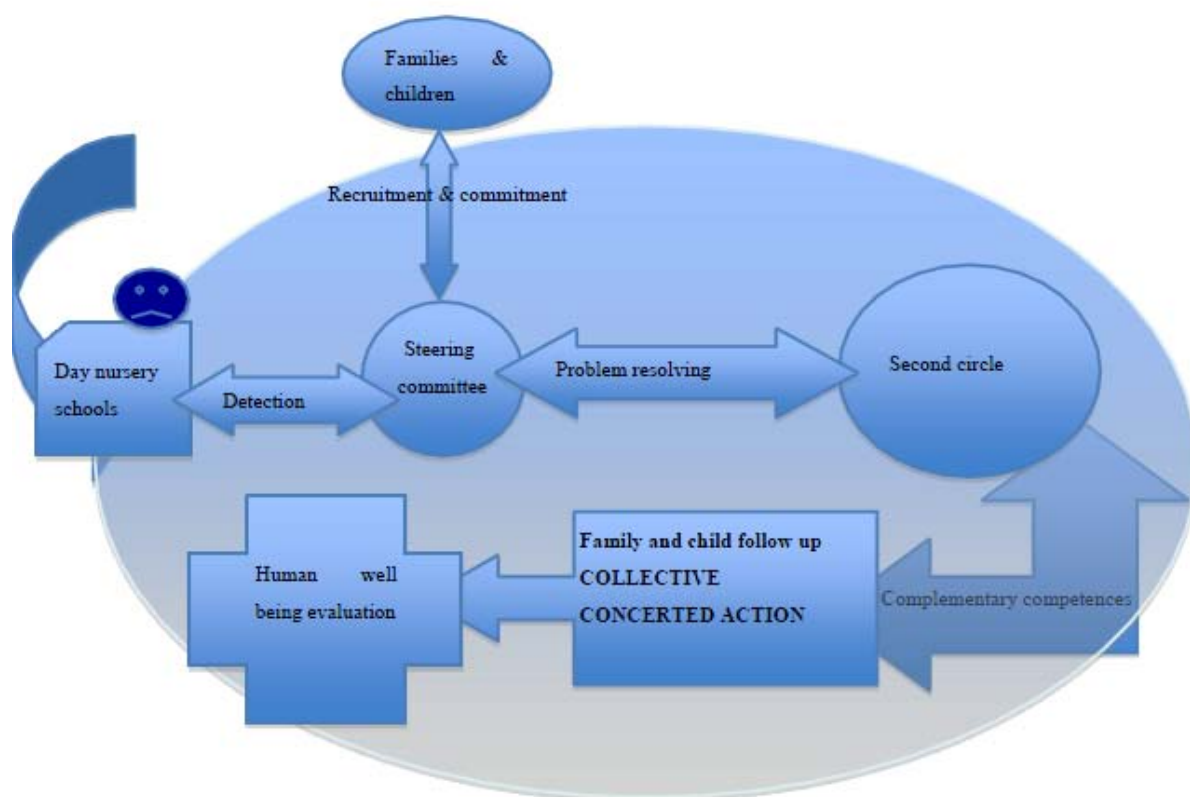
Eventually, a national expending is planned leading to the *mobilization ideology*. This deployment is envisaged as a partnership between the municipalities interested in establishing such a network of mediations and the expertise of researchers, carrying this project. The challenge of this project lies in the preservation and enhancement of the local professional practices identities (Rasse, 2006). Those are too often undermined by an increasing uniformity of prescriptive standards (Perriault, 2002). This projet is based on link economic values (Stiglitz, 2006) in favor of the emergence of capabilities (Sen, 2003). An *inovating social business*<sup>9</sup> is émerging thanks to the citizens abilities to get involved in the improvement for the quality of life.

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<sup>9</sup> Virginie Seghers, Sylvain Allemand, *L'audace des entrepreneurs sociaux : concilier efficacité économique et innovation sociale*, Autrement éditions, 2007



Annex 1: The place of imaginary in social technical action. (Flichy, 2001)



- Child well being (psychological, physical)
- Autonomy, responsabilisation
- Learning results



*Annex 2 : system analysis*



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