

# Chapter 3

## Scientific Basis of Social Pedagogy

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### **ABSTRACT**

*The scientific basis of social pedagogy was developed between the 19th and 20th centuries. Its development was propelled by the era's poor socio-economic conditions. The society was emancipated from traditional ways of life in rural areas to industrialization, urbanization, and modern forms of lifestyles. This chapter discusses the scientific basis of social pedagogy in countries in Europe, which include but are not limited to Germany, Sweden, Finland, and France. It covers this background, but the focus of the chapter is the position of social pedagogy in the system of science, its research areas, the education of social pedagogues, and the areas of work of social pedagogues.*

### **INTRODUCTION**

This chapter discusses the scientific basis of Social Pedagogy. It (Social Pedagogy) has been used in several European countries, such as Germany, Sweden, Finland, France, Holland, and Hungary to embrace the youth workers' activities among adults and children, including offenders; it includes play activities and the work of occupational therapists (Bouillet, 2016; Nørgaard 2018; Moss, P., & Petrie, P. 2019). Social Pedagogy has also been used to describe communal and/or social activities, such as church work. Not much seems to be cited about Social Pedagogy having any basis in countries in Africa, in the south and north American countries, in Australia, in Britain, and so on. This chapter's focus is, however, on the scientific basis of Social Pedagogy in the system of science, on social pedagogy and research areas, on the education of social pedagogues, and on the areas of work of social pedagogues.

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## **BACKGROUND**

Every field of study has a basis. The basis may be regarded as the origin or root from where it started. The basis of every field of study may also be contextual and scientific: that is, it follows a specific method, system, and pattern that are acceptable in its context for different spheres. Social Pedagogy developed systematically in a few countries, such as Germany, Sweden, Finland, France, and many others (cited in Winkler 1988: 41; translation by Gabriel, 2000:1). Social Pedagogy was developed as a system of organised societal activities that were meant to solve social problems in several European countries. It was developed later in other countries such as Britain, Croatia, and other parts of the world (Kyracou 2015; Bouillet, 2016).

Social Pedagogy, as a scientific discipline, was developed in the late 19<sup>th</sup> century as part of the expansion of care for the young and poor during civil social reform. At the beginning of the 20<sup>th</sup> century, youth care developed into an independent field of work: the first independent youth care institutions were created – later called youth homes. State laws that provided for correctional homes for young delinquents, that is, educationally neglected youth or prescribed guardianship for extramarital children, contributed to this.

The objectives of this chapter explore and study the scientific basis of social pedagogy, analyse its position in the system of science, compare the research areas of social pedagogy, present their results and benefits, and draw a conclusion as well.

## **THE SCIENTIFIC BASIS OF SOCIAL PEDAGOGY IN EUROPE**

Social Pedagogy was initially developed with the aim of solving individual and societal problems, which include (but are not limited to) conflicts, poverty, and vulnerability, through the education path. It is on this basis that Hämäläinen (2003) (in Bouillet and Uzelac (2007)) considers the founders of Social Pedagogy to be pedagogues who attached the importance of alleviating poverty and other forms of social vulnerability as one of the main purposes of Social Pedagogy. This notion was in line with what Johann Amos Comenius affirmed: he supported the view that children must be taught beyond their geographical areas and that they must also learn other languages, such as Latin, which was widely spoken in Europe at the time. Johann H Pestalozzi's ideals of education endorse these notions in that he maintains that it is through education that society's contradictions and poverty could be solved. Other scholars, such as Juan Luis Vives, Friedrich Frobel, and others, endorsed these views.

Social Pedagogy appeared in Germany in the twentieth century. Its emergence was encouraged by Christian Jasper Klumker and Herman Nohl. Nohl considered that Social Pedagogy was part of a pedagogical discipline (education science) that dealt with the problems of family and public education, and its purpose was to help young people; and Klumker emphasized the social-political and social-state aspects, which, both publicly and privately, provided care for the poor and for the individuals who were in need.

At the beginning of the 20<sup>th</sup> century, two different and legally separate areas of work were created in Germany, namely, to assist young people (providing different care programmes for young people and their families) and to care for the poor.

Social Pedagogy dealt mainly with educational problems of children and young people and with adequate assistance in upbringing: its conceptual and theoretical starting point focused on the problems of upbringing and poverty during industrialization: this was regarded as a “social issue”. Social pedagogy

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