

INFORMATION PACK

MASSIVE OPEN ONLINE COURSE Social Pedagogy across Europe



Co-funded by the
Erasmus+ Programme
of the European Union

learn about social pedagogy with our team
of internationally leading organisations

register at

mooc.social-pedagogy.org.uk





Hello and welcome from our international team! We're pleased that you're interested in learning more about social pedagogy across Europe. In this brochure we share further details about our Massive Open Online Course and how you can help us spread ideas.



The project *Developing an open online course in European social pedagogy* (Reference number: 2016-1-UK01-KA202-024559) is co-funded by the Erasmus+ Programme of the European Union. Erasmus+ aims to modernise education, training and youth work across Europe. It is open to education, training, youth and sport organisations across all sectors of lifelong learning, including school education, further and higher education, adult education and the youth sector. Find out more at www.erasmusplus.org.uk.

OVERVIEW OF THE MOOC

In many European countries, social pedagogy has a rich and diverse tradition as a relationship-centred way of supporting children, families and vulnerable adults in their development and addressing social inequality. An international partnership of 8 organisations from the UK, Germany, Denmark, the Czech Republic, Spain and Belgium has now developed the first Massive Open Online Course (MOOC) to provide a panoramic overview of social pedagogy in these countries and introduce some of the central principles for practice.

The MOOC will launch in January 2019 and offers you completely free access to all learning resources. There'll be an option to gain certification at a small fee (expected to be 40€).

The MOOC is aimed at practitioners across all education and social care settings as well as (prospective) students. You can self-pace your progression through the 8 sessions. We've designed these to encourage you to explore and reflect on themes such as creativity, participation and social justice in relation to your own practice.

The MOOC is the output of a 3-year project funded by the European Union with the following key aims:

- To develop a high quality social pedagogical learning resource in English (and Spanish), accessible to all
- To highlight commonalities and central features in social pedagogy
- To promote exchange of ideas and creation of learning networks around the world
- To illustrate how social pedagogy is understood and applied in the different countries and how this connects to different societies

Scan this QR code to watch our introductory video:



WHAT IS SOCIAL PEDAGOGY?

'The term pedagogue derives from the Greek, and refers not to the teacher, but to the watchful [...] guardian whose responsibility [in antique Greece] it was to lead (agogos) the young boy (paides) to school. [...] The adult had the task of accompanying the child, of being with the child, of caring for the child. This is a kind of 'leading' that often walks behind the one who is led.'

(van Manen 1991: p.37)

Social pedagogy offers a holistic way of working with children, young people and families in ways that support their well-being, learning and growth. At the heart of social pedagogy lies a belief that each person deserves to be treated with dignity and possesses unique inner richness and potential, which we can help them unfold. To do so requires meaningful and authentic relationships that enable us to recognise a person's potential, their qualities, strengths and interests, and to create learning situations in which children and families can experience their resourcefulness and develop new abilities. This is why social pedagogy is often translated as education in the broadest sense of the term, as connecting head, heart and hands.

In much of continental Europe and other countries like Brazil, there is a strong tradition of social pedagogy as an academic discipline and field of practice. Social pedagogues tend to work in a variety of educational and care settings, starting from the early years, through to schools, residential care, play and youth work, community and family support, social work, addiction work, prisons, support for people with disabilities and care for the elderly. At first sight, some of these settings may not seem to have much in common. Yet, there is a shared ethical underpinning, an understanding that in any of those settings we can make a positive difference not just for the individuals but actually for society as a whole if we create an environment that enhances well-being, supports learning, human growth and social inclusion through empowering relationships. In this sense, social pedagogy seeks to find educational solutions to social issues by connecting individuals to society.

The appeal of social pedagogy lies in the fact that it is more than just an approach to practice; it is an ethical orientation that can be applied to the whole organisation and the wider socio-political context. Its holistic orientation seeks to ensure that every person within society is treated with dignity and feels enabled to unfold their potential.

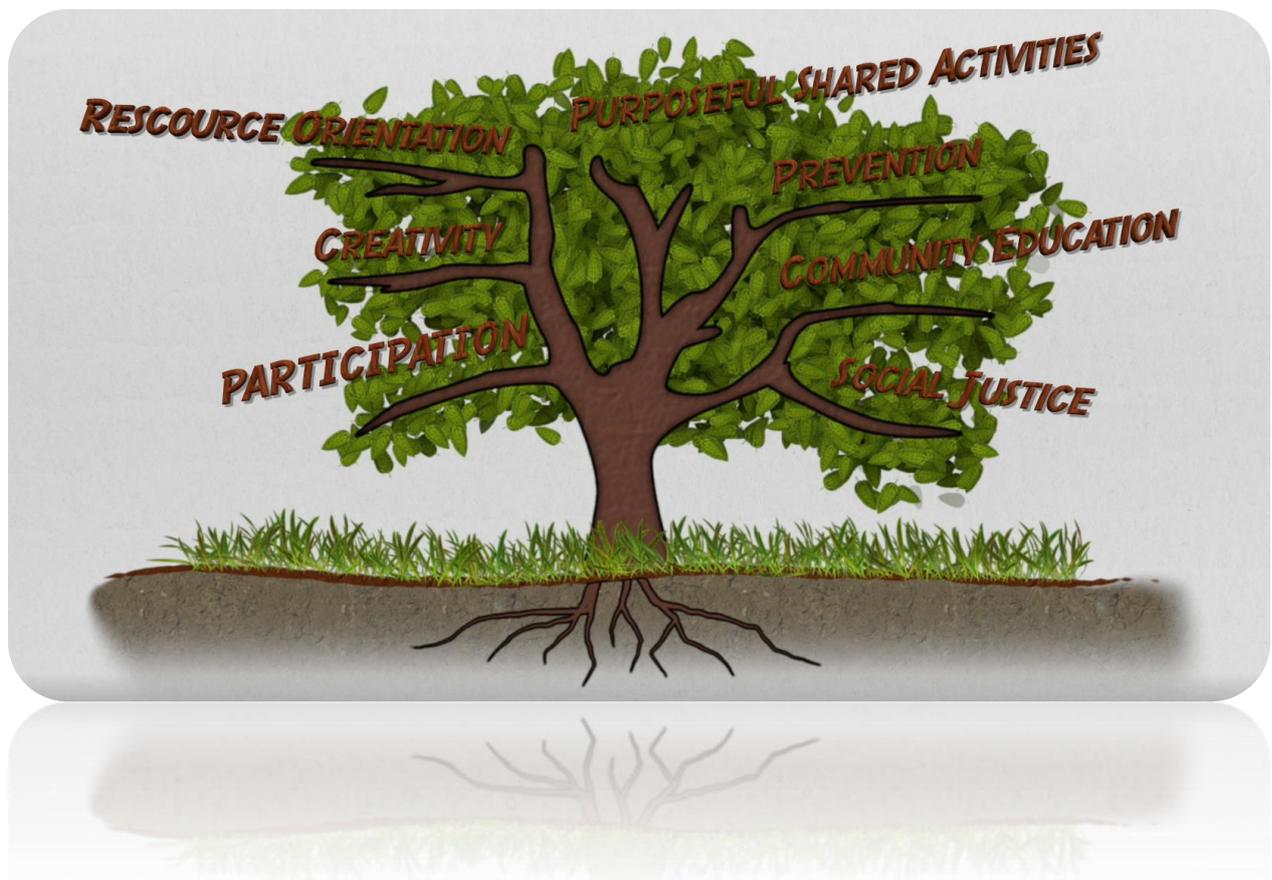
WHAT IS A MOOC?

The term MOOC stands for Massive Open Online Course and refers to an online course with open access to an unlimited number of participants. Many MOOCs are hosted on specific

platforms such as Coursera, which has partnered with leading universities and organisations across the globe to offer courses in any subject online – all free to audit for any learner.

In addition to learning materials such as videos, texts, quizzes and other resources, MOOCs also aim to connect you to other learners through interactive forums, webinars and peer assessment. It is also possible for you to meet up face-to-face or via Skype in order to learn together, support each other and share ideas.

HOW IS THE MOOC STRUCTURED?



The MOOC is divided into 8 sessions: an introductory session outlining social pedagogy across Europe, six sessions offering an overview of social pedagogy in the six countries represented in the MOOC as well as a thematic input related to social pedagogy, followed by a review session that also sketches out pathways for learning more about social pedagogy beyond the MOOC. Each session consists of a series of short videos, reading resources, a quiz and suggested activities to introduce learning into practice. There is also a discussion forum and a series of livestreamed sessions.

Session 1: Introduction to Social Pedagogy across Europe

This session by ThemPra introduces you to some of the key characteristics and principles in social pedagogy. Drawing on the metaphor of the Social Pedagogy Tree (see above), we highlight both the commonalities and differences between social pedagogy traditions across various countries.

We then outline the perspective of social pedagogy, which we introduce you to throughout the MOOC. Given the diversity of practice fields and cultural traditions, it's one of many possible perspectives rather than the only or definitive perspective of social pedagogy.

Central to our understanding of social pedagogy is participation, and the introductory session features two videos explaining why participation is important and how we have sought to embed a participatory approach throughout the MOOC.

Session 2: Social Pedagogy in the UK – Creativity

In this session by UCLan we give you an overview of how social pedagogy has been developing in the UK, introducing some of the key movements that have been shaping social pedagogy here, such as the Social Pedagogy Development Network (SPDN) and the Social Pedagogy Professional Association (SPPA).

Thematically, we introduce you to creativity and explain why it is so important in social pedagogy. We also share two creative tools that are simple yet powerful: The Worry Box and the One-Page-Profile. Both of them come with instructions on how you can use them as well as videos linking them to social pedagogical concepts.

Session 3: Social Pedagogy in Germany – Resource Orientation

The session by the KJSH (Verein für Kinder-, Jugend- und soziale Hilfen) outlines social pedagogy in Germany and its history. It explores the welfare state in quite some detail, highlighting the tensions between voluntary support available to families and compulsory interventions due to child protection.

To highlight our way of working together with families and strengthening their resources, we then share a practical example of our daily work in a KJSH residential setting supporting families. It's called HÜTN (Support Through Day and Night) and is based in Brunsbüttel in Schleswig-Holstein. The session also includes some case studies illustrating what resource-orientated case management is all about.

To give you a better understanding of the underpinning principles in our social pedagogical practice, we end by sharing aspects about the dynamics in social pedagogy and *Haltung* (ethos, stance).

Session 4: Social Pedagogy in Denmark – Purposeful Shared Activities

The fourth session, a collaboration between University College Copenhagen and Common View, introduces you to social pedagogy in Denmark and its pursuit of social inclusion.

Throughout the session we highlight the importance of doing things *with* rather than *for* people. We focus on engaging with people in purposeful activities and introduce learners to an excellent model for planning shared activities: SMTTE. An aim-directed planning tool for shared activities, SMTTE stands for *Sammenhæng* (Context), *Mål* (Objective), *Tegn* (Action), *Tiltag* (Evidence) and *Evaluering* (Evaluation). We use this a lot in Denmark as we love undertaking activities together with the people we support social pedagogically, and it's both simple and effective to use in any practice setting.

Session 5: Social Pedagogy in the Czech Republic – Prevention

This session by Masaryk University takes you to explore how social pedagogy has developed in the Czech Republic, which key thinkers have helped shape it and what forms part of our degree programme at Masaryk University. A few of our students share their views on why social pedagogy is such a popular degree and what it has to offer both in professional terms and for life in general.

We then outline prevention as an important social pedagogical activity. In the Czech Republic, we differentiate between *primary prevention*, which covers non-specific, non-targeted preventative activities, and *secondary prevention*, which means activities targeted at particular individuals or a specific group of people. You can explore primary prevention at the Leisure Time Centre Lužánky and secondary prevention at the Museum of Romani Culture in Brno.

Session 6: Social Pedagogy in Spain – Community Education

In this session by Universitat Autònoma de Barcelona we explore how social pedagogy has developed in Spain, highlighting influences from other European countries and the relationship between social pedagogy, social work and social education in Spain. We also outline the intervention fields in which social pedagogy is relevant.

The theme for this session focuses on community education and its role in social pedagogy. We briefly introduce you to five concepts used in community education and showcase some exciting community education projects from Spain.

Session 7: Social Pedagogy in Belgium – Social Justice

The session by Ghent University introduces you to social pedagogy as a perspective in Flanders and outlines how it informs related professions.

In the second part, we focus on the socio-political dimension of social pedagogy and the challenge for professionals not to reduce their practice to looking for simple solutions to

complex social problems. We introduce you to three possible responses to issues around social justice: giving up, wishing for more resources, or becoming a 'happy Sisyphus'.

Session 8: Social Pedagogy in a wider context

The final session by ThemPra reviews the key learning points from the different MOOC sessions and aims to support you in making connections between these.

There are many countries around the world with a vibrant tradition of social pedagogy - and many more where social pedagogy is an emerging discipline or profession. Having introduced you in detail to traditions in the six partner countries, the final session includes select practice examples illustrating social pedagogy in other countries not featured in the MOOC.

The principles and theories used in social pedagogy don't just apply to direct practice with the individuals, groups or communities we support. Rather, they provide guidance for how you can engage with your colleagues and other professionals you may work in partnership with. Nurturing change within organisations - whether that's about how you work within your team, affecting organisational strategy or re-thinking policies and processes - is therefore a crucial social pedagogical task. It's also a daunting task, which is why we end the MOOC with a few guiding principles and ideas that we hope will keep your enthusiasm alive and help you spread it!

HOW LONG WILL IT TAKE?

There are essentially two ways in which you can undertake the MOOC: You can either audit the course, which gives you the flexibility to do just the parts you're the most interested in or can find the time for. That could mean just watching a few of the videos or reading a few of the resources. You can do this in any order you'd like (although we'd suggest you start with the introductory session and conclude with the review session for obvious reasons). If you'd like to gain a certificate of completion from Universitat Autònoma de Barcelona (as the Coursera partner organisation), then you'll need to complete all compulsory parts of the MOOC.

Each session is designed to require around 2 to 3 hours of study, which can be spread out flexibly. As a learner you can either do one session per week, or you could take longer to go through all resources. Please note that some of the assignments and learning activities such as livestreams have particular timelines if you want to participate in them.

WHO IS THE MOOC RELEVANT FOR?

The flexibility of the MOOC makes it a perfect learning resource for any professional who is interested in better understanding social pedagogy. As a perspective, social pedagogy can be illuminating for practitioners in any educational, social care and health setting anywhere in the world. More widely though, social pedagogical principles are relevant and applicable wherever people meet.

We're particularly eager to show the possibilities of a career in social pedagogy to the next generation of professionals. So if you're a student or thinking about what to study, then the MOOC might be for you.

EXPERIENCES FROM PILOT LEARNERS

We piloted the MOOC between November 2017 and April 2018 to ensure that all learning resources are engaging and relevant to a wide range of learners. 120 people from the UK and beyond took part and gave some really useful feedback. We've included some of their comments below:



'Thank you for the opportunity and the amazing adventure! I loved being part of the MOOC and learning about Social Pedagogy from so many different perspectives and countries but sharing the most beautiful thing: the love and dedication for what we do!' (pilot learner)



'I really enjoyed the MOOC, I learned a lot of new things. Thanks for opportunity be part of it.' (pilot learner)

HOW TO REGISTER

Interested in becoming a MOOC learner once the course officially launches in January 2019? You can pre-register at mooc.social-pedagogy.org.uk, and we'll make sure that you'll be amongst the first to hear any news about the MOOC. You're not automatically registered and under no obligation to take part in the MOOC later on.

PROJECT BACKGROUND

As a holistic, relationship-based way of working with children, young people and adults in educational and care settings from early years, school support, foster care, youth justice, residential child care, family support, support for people with disabilities and elderly care, social pedagogy is well established in many European countries. Given the inadequate educational and well-being outcomes for many of the most disadvantaged groups in British society (particularly looked-after children, families experiencing multiple problems) the social care sector is called upon to achieve fundamental changes. The high-profile Munro review of child protection argued for a child-centred system as is commonly found in countries where social pedagogy underpins care and welfare provisions. The influential Association of Directors of Children's Services therefore recommended that local authorities should adopt social pedagogy to ensure 'a consistent and holistic approach to underpin the commissioning and provision of support for children and young people across the age range, and their families'.

Whilst social pedagogy is clearly recognised as a way of addressing the need for systemic change and pilot projects have consistently demonstrated its potential to improve outcomes, taking social pedagogy to scale is hampered by the cost of training a substantial part of the workforce and a lack of free comprehensive learning resources that can offer compelling insights into social pedagogical practice in other countries and support innovation.

With the support of the EU Erasmus+ programme, we have therefore developed a Massive Open Online Course in 'Social Pedagogy across Europe', which aims to address these issues. The MOOC consists of 8 sessions that offer unique insights into social pedagogy in the partner countries. Our international multi-sector partnership between 8 organisations leading social pedagogy developments in higher education, vocational training and organisational capacity-building is designed to share innovative and best practice across linguistic barriers that have frequently prevented cross-fertilisation in social care across Europe.

To support this aim and influence policy-making, we will also produce an academic research report that draws on the learning about social pedagogy between the 6 participating countries, outlines innovative ideas with the potential to impact on social care practice and makes policy recommendations about how these can be cross-culturally translated in order to develop a coherent conceptual and practice framework in social pedagogy across Europe. The report will be published in June 2019.

We hope that the MOOC and the academic research report will reach many people around the globe and contribute to social pedagogy developments internationally, particularly in countries where interest in social pedagogy is still relatively new. If you'd like to find out more, please contact us (details at the back) or visit mooc.social-pedagogy.org.uk.

OVERVIEW OF PARTNERS



Top left to right: Gabriel Eichsteller (ThemPra), Xavier Úcar (UAB), Lieve Bradt (UGent), Paloma Valdivia (UAB)

Middle left to right: Martin Sørensen (KP), Lindy Simpson (UCLan), Charlotte Firing (CommonView), Sylvia Holthoff (ThemPra), Daniel Grøn Paulsen (KP)

Front left to right: Heike Schädler (KJSH), Ali Gardner (UCLan), Louis Charfe (UCLan), Vladka Kyjánková (MU), Dana Knotová (MU).

Not pictured: Laura Arnau (UAB), Angela Janer (UAB), Rudi Roose (UGent), Jörg Schlüter(KJSH), Colin Paterson(KJSH), Brigitte Paterson(KJSH), Rune Obel Christensen (KP), Søren Krogh Hansen (KP), Elise Granum (KP).

We've been fortunate to bring together a great team of international partners with a broad range of expertise and a shared commitment to developing an exciting intercultural learning resource. Here are the partner organisations in order of appearance throughout the MOOC:



ThemPra Social Pedagogy is a UK-based social enterprise and the lead organisation in this project. We support the sustainable development of social pedagogy through a range of short courses, organisational capacity building and whole-systems strategies. At ThemPra we have set out to actively promote social pedagogy, because we know that its focus on well-being, learning and relationships can make a substantial difference to the lives of disadvantaged children, young people and adults. We have also seen evidence of the positive impact it can have on practitioners and entire teams who have embraced social pedagogical principles not just as a way of working with children, young people and adults but as highly relevant and applicable to team work, leadership and multi-agency working. And with this MOOC we hope to spread the positive impact of social pedagogy across the globe - with your help!



The University of Central Lancashire was founded in 1828 as the Institution for the Diffusion of Knowledge. 'Ex solo ad solem', or in translation, 'From the Earth to the Sun', has been its motto ever since – helping people from all walks of life to make the most of their potential is what UCLan is all about. Today UCLan is one of the UK's largest universities. Its School of Social Work, Care and Community is proud of its national reputation for delivering high quality education for social work, social care, the children and young people's workforce, and community leadership and engagement. The

School has a vibrant community of research-active staff engaged in a wide range of research activities that make a difference to the lives of vulnerable and disadvantaged people, and which influences policy and practice both strategically and at grassroots level. UCLan have developed undergraduate and postgraduate introductory modules in social pedagogy which run across three different degree programmes. In 2016, it launched its innovative BA (Hons) in Social Pedagogy, Advocacy and Participation. From autumn 2018, UCLan are also offering a new MA in Social Pedagogy Leadership, which has been co-developed with ThemPra.

KJSH

KJSH – Stiftung für Kinder-, Jugend und Soziale Hilfen is a large not-for-profit organisation providing social pedagogical services in youth care and VET activities in Germany. The KJSH provides help for over 4,000 individuals and families and employs more than 3,000 employees. Its services range from ambulant family care settings, include units for diagnosing and removing child protection issues, units with pedagogues living in, intensive care units, street work, school assistance, ambulant care for young people with Asperger's syndrome and treatment units for people misusing drugs. The KJSH also collaborates with other providers and has several joint ventures, including the Ubuntu circus project giving life and experimental space to 16 young people in a fully functioning circus. Ever since being founded in 1991, the KJSH has been committed to the ideas of social pedagogy and promoted the relevant topics in the north of Germany. It is linked in with several universities, organises conferences and aims to continuously develop its approach in everyday life using ongoing supervision and evaluation.

KØBENHAVNS
PROFESSIONS
HØJSKOLE

KP

KP (University College Copenhagen) is Denmark's leading provider of undergraduate programmes in social pedagogy, including full-time distance learning courses. It aims to present an internationally recognized study and research environment and to be one of the leading international profiles in Denmark within welfare professions, especially in the field of Social Pedagogy. KP has around 15 years of experience with e-learning, mainly aimed at students residing in Denmark, but more recently expanded to the Faroe Islands and Greenland. The infrastructure that e-learning offers gives students new opportunities in an educational field. The students can maintain their everyday lives while at the same time being able to get an education.

CommonView
CommonView

CommonView is a Danish Vocational Education and Training organisation providing coaching and consultancy in social pedagogy, with expertise in cross-cultural learning transfer of innovative social pedagogical practice. It facilitates team development and working processes both for individuals and for groups. CommonView runs professional development courses and training in terms of dialogue, reflection, personal value creation and conflict resolution.



Masarykova Univerzita, Brno is one of the largest universities for social pedagogy studies and actively involved in sector developments in Central and Eastern Europe. It comprises nine faculties with over 200 departments, institutes and clinics which offer a combined total of more than 1,300 fields of study. Masaryk University offers degrees in a wide range of traditional as well as newly-emerging disciplines and is currently one of the fastest-growing higher education institutions in Europe. Social pedagogy

at MU has been developed over more than 20 years at two faculties: the Faculty of Pedagogy, where the focus is on leisure-time education), and the Faculty of Arts, where the Department of Educational Sciences aims at social and career counselling and guidance.



Universitat Autònoma de Barcelona is at the forefront of social pedagogy qualifications and leads the social pedagogy discourse in Spain and Latin America. UAB plays a leading role worldwide in scientific research, and its ample range of disciplines, in both education and research, indicates its multidisciplinary approach.

UAB holds a leading position in the most prestigious and influential international university rankings, and, in recent years, this award has been complemented by its growing research impact, constant improvement of the quality of teaching and an ability to attract international talent to the university.



Universiteit Gent is a socially committed and pluralistic university that is open to all students, regardless of their ideological, political, cultural or social background. It defines itself in a broad international perspective and has been recognised by the European Commission as a “success story” both for Erasmus and for the Jean Monnet Centre of Excellence. Its Department of Social Work and Social Pedagogy has substantial teaching and research

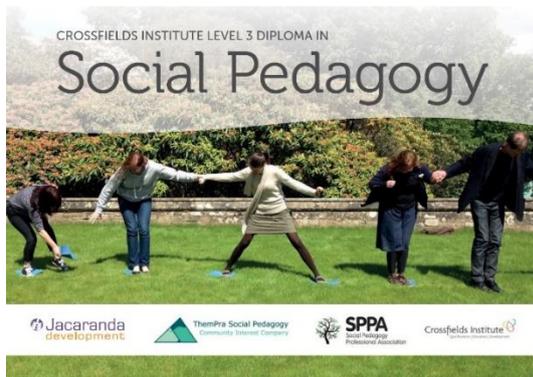
expertise in social pedagogy, contributing to its discourse both in Flanders and internationally. The department's research is focused on the study of social work practices, connecting the English speaking social work tradition with the continental social-pedagogical research traditions, and combining it with a broad educational perspective.

Please feel free to get in touch with us to find out more about the MOOC and our work and to discuss how we can support your social pedagogy journey.



66 Maes Hyfryd
Beaumaris, Anglesey, LL58 8HN
dialogue@thempra.org.uk
www.thempra.org.uk
01248 810238

LEARN MORE ABOUT SOCIAL PEDAGOGY



The Crossfields Institute **Level 3 Diploma in Social Pedagogy** is a 47-credit, Ofqual regulated qualification and approved by the *Social Pedagogy Professional Association*. Delivered over 8 days, it is built on our longstanding experience in delivering unique social pedagogy courses.

Find out more at www.sppa-uk.org/qualifications/level3-diploma/



The Crossfields Institute **Level 5 Diploma in Social Pedagogy** is designed for ambitious practitioners working in care and education across the age range, with a focus on social pedagogical leadership and organisational development. Regulated by Ofqual, the 60-credit qualification includes 12 days of face-to-face learning and has been designed to enable progression into higher education.

Further information is available at www.sppa-uk.org/qualifications/level5-diploma/



The **BA (Hons) in Social Pedagogy, Advocacy and Participation** at UCLan draws upon core theories from related disciplines such as sociology, education, politics, psychology and philosophy. It will prepare you for work with adults, children and young people,

using a unique blend of theoretical knowledge, understanding of emotions and relationships, combined with hands-on creative activities and practical action.

Learn more at www.uclan.ac.uk/courses/ba_hons_social_pedagogy_advocacy_participation.php



UCLan are now offering a new **MA programme in Social Pedagogy Leadership** jointly run with ThemPra. The course offers a social pedagogical perspective to leadership, enabling managers and senior practitioners in leadership roles to apply its principles,

theories and philosophy to assist people to develop a culture of care and support within organisations and communities.

Find out more at www.uclan.ac.uk/courses/ma-social-pedagogy-leadership.php

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MOOC pilot learner