

# SOCIAL PEDAGOGY FACING INEQUALITIES AND VULNERABILITIES

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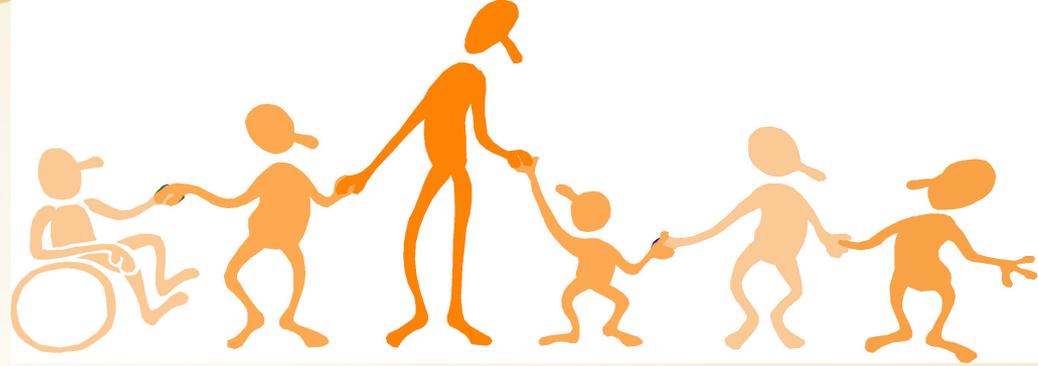
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Turku (Finland)

***I do not think of myself as a social  
being but as a being capable of  
making choices that can change my  
activities, my realities and my  
intentions***

(Touraine, 2013, p. 298)

# Estructure



1. Politics and pedagogy: Functions and dysfunctions
2. The participants in the socio-educational relationship
3. Social Pedagogy facing inequality and social vulnerability
4. Challenges of Social Pedagogy: regarding decisions, choices and changes

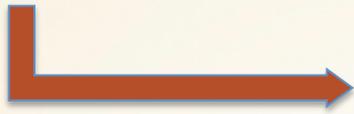
# Politics and pedagogy: Functions and dysfunctions

- ✓ Social Pedagogy (SP) has, for most of its history, acted in socio-cultural spheres characterized by problematic situations (deficits, conflicts, vulnerability or problems)



- ✓ A SP focused only on this interpretation of social has easily been understood as a pedagogy that deals exclusively with the needy, deficits and social problems.
- ✓ The aim of SP is acting with subjects who live in highly complex socio-cultural contexts, whose can suffer or not problems deriving from such complexity.
- ✓ In many cases the problem is not **pedagogical but political**

# All Politics is pedagogical



**Creates** - prescribes - scenarios that **promote and limit** - morally and legally - certain behaviours affecting individuals, groups, communities and societies

**POLITICS**

1st.

**Regulating Behaviours**

2ond.

2ond.

**Building mentalities**

1st.

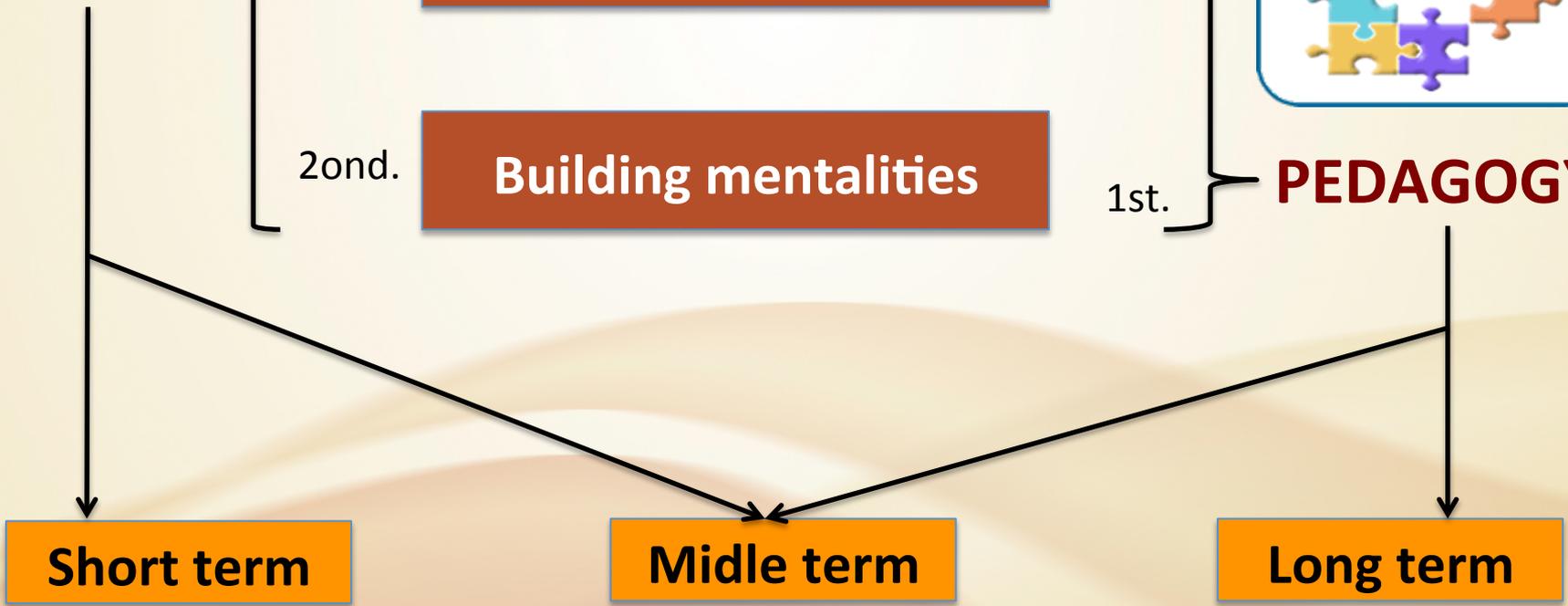


**PEDAGOGY**

**Short term**

**Midle term**

**Long term**





## **PEDAGOGY**

**Guiding, accompanying and helping people in their learning, development and growth**

## **POLITICS**

**Creating spaces and frameworks that facilitate and reinforce those processes**



# The participants in the socio-educational relationship

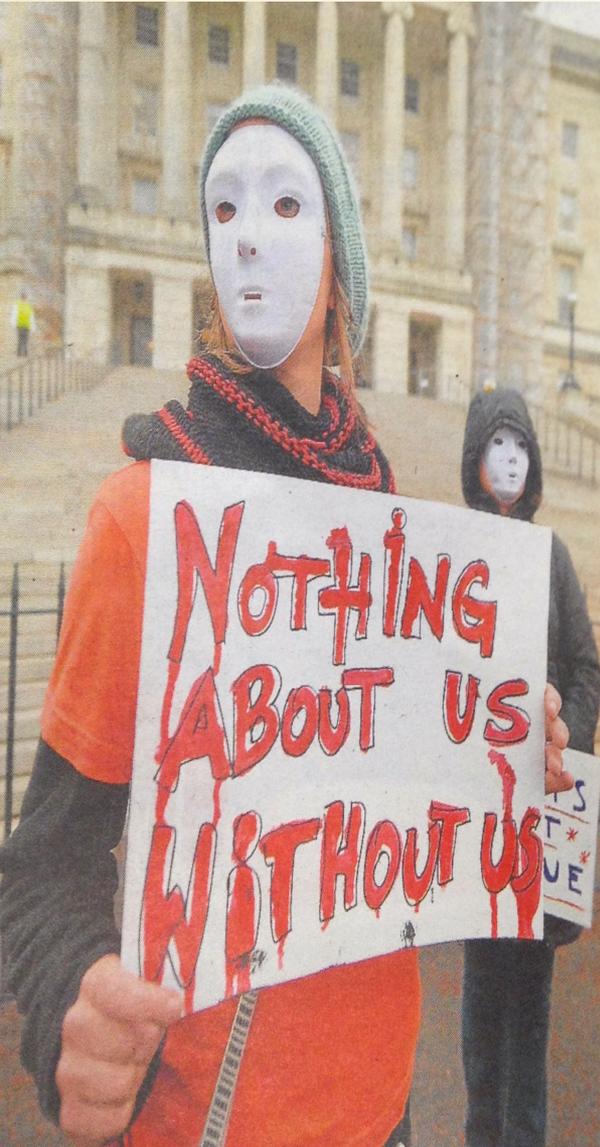
- As professionals, it is not we who should or can extract people from the situations of vulnerability:  
**It is they who have to do it.**



*You can lead a horse to water,  
but it has to be the horse  
who decides and chooses to drink*  
(Claxton, 1984).

- SP does not consist in educating, it consists in getting **the other chooses and decides by him/herself to be educated**
- We do not want continue being only *patients, recipients, informants, spectators, clients, voters* or *users* .

# Socio-pedagogical principles related to participants



1. We as people are protagonists in our own lives
2. We learn, grow and improve ourselves by doing; through the activities we do in our physical and socio-cultural environment
3. Interpersonal relationships are mediators in our learning
4. No one educates anyone, in the same way that no one empowers anyone.

# Social pedagogy facing inequality and social vulnerability



- To help and support people to improve themselves
- To expand their scope for action and accompany them in **the process of choosing** the action that may best help improve their situation and that of their community

- A **pedagogy of choice** that aims to accompany individual and collective subjects in their decisions and choices regarding what may be best for them.



- **We have to change our ways of looking** at the individual and collective subjects we work with, especially those in situations of risk or vulnerability
- It is not so much about looking for what people are lacking, their needs or problems, but looking for **where they are strong**, what **they value in themselves**



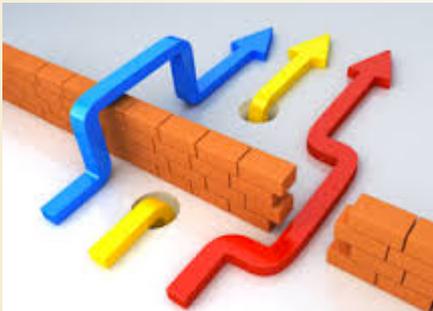
## PARTICIPANTS IN SOCIO-PEDAGOGICAL RELATIONSHIP

NEEDS	POTENCIAL ( <i>capabilities</i> )
<ul style="list-style-type: none"> <li>Place the participant in an <b>asymmetrical situation</b> with respect to the social pedagogue</li> </ul>	<ul style="list-style-type: none"> <li>Puts the subject in <b>symmetry</b></li> <li>can become a springboard or powerful motivator for growth and self-construction</li> </ul>
<ul style="list-style-type: none"> <li>Places <b>responsibility</b>, for the results of the socio-pedagogical relationship, on the educator</li> </ul>	<ul style="list-style-type: none"> <li>puts <b>responsibility</b> on the relationship, on both actors: <i>“the third common”</i></li> </ul>
<ul style="list-style-type: none"> <li><b>What we lack</b> makes us insecure and vulnerable</li> </ul>	<ul style="list-style-type: none"> <li><b>What we have</b>, what we are good at, gives us confidence and makes us strong</li> </ul>

## SOCIO-PEDAGOGICAL RELATIONSHIP



- The focus of social education or pedagogy has always been on **filling gaps or correcting faults, deficits**. This can contribute to belittling the other



- We must seek to adopt a pedagogical focus that **acknowledge and value the decisions and choices** of the other and contribute to the emergence and development of **their capabilities**.



- The pedagogy that seems most appropriate for situations like those we face is one that seeks **a strategic alliance** with the subject

# Challenges facing the Social Pedagogue: regarding decisions, choices and changes

- To get participants **want to get involved** in the socio-educational relationship: that is the decision that begins to change the world, that of changing myself.
- Socio-educational relationships based on **shared responsibility**



- Participants seeing themselves not as mere *recipients* or *target groups* but as joint **participants with the capability of acting upon themselves** to improve what they are
- To understand that the subject enjoys **complete independence to choose and decide what to do** regardless of our actions, proposals, suggestions or recommendations
- The social pedagogue cannot ask for change in others if he/she is not able **to exemplify it in him/herself**.

- The objective of social pedagogy **is not to fight against inequality and situations of vulnerability**, although it is clear that this will be one of the main results of its actions.
- The main objective is to help and accompany people **in their processes and in their struggles to equip themselves with all the learning resources** that will allow them to live in a dignified manner



# THANK YOU VERY MUCH FOR YOUR ATTENTION



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