

SOCIAL PEDAGOGY FACING INEQUALITIES AND VULNERABILITIES

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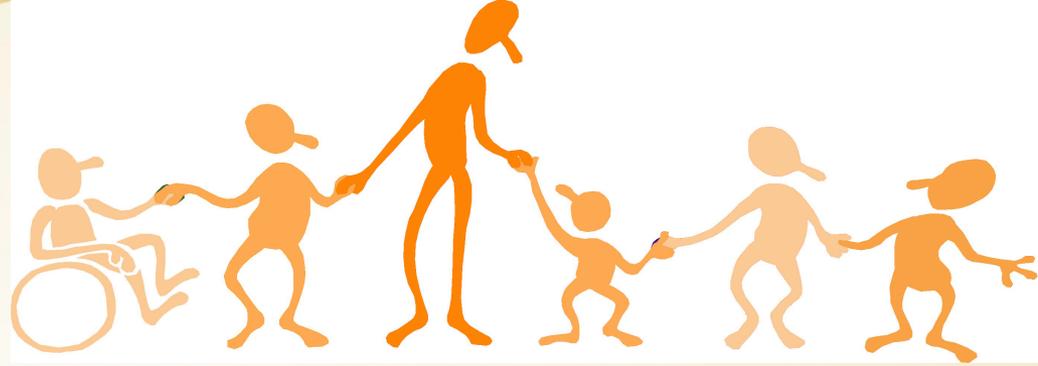
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Turku (Finland)

***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

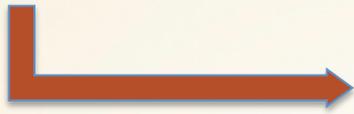
Politics and pedagogy: Functions and dysfunctions

- ✓ 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.

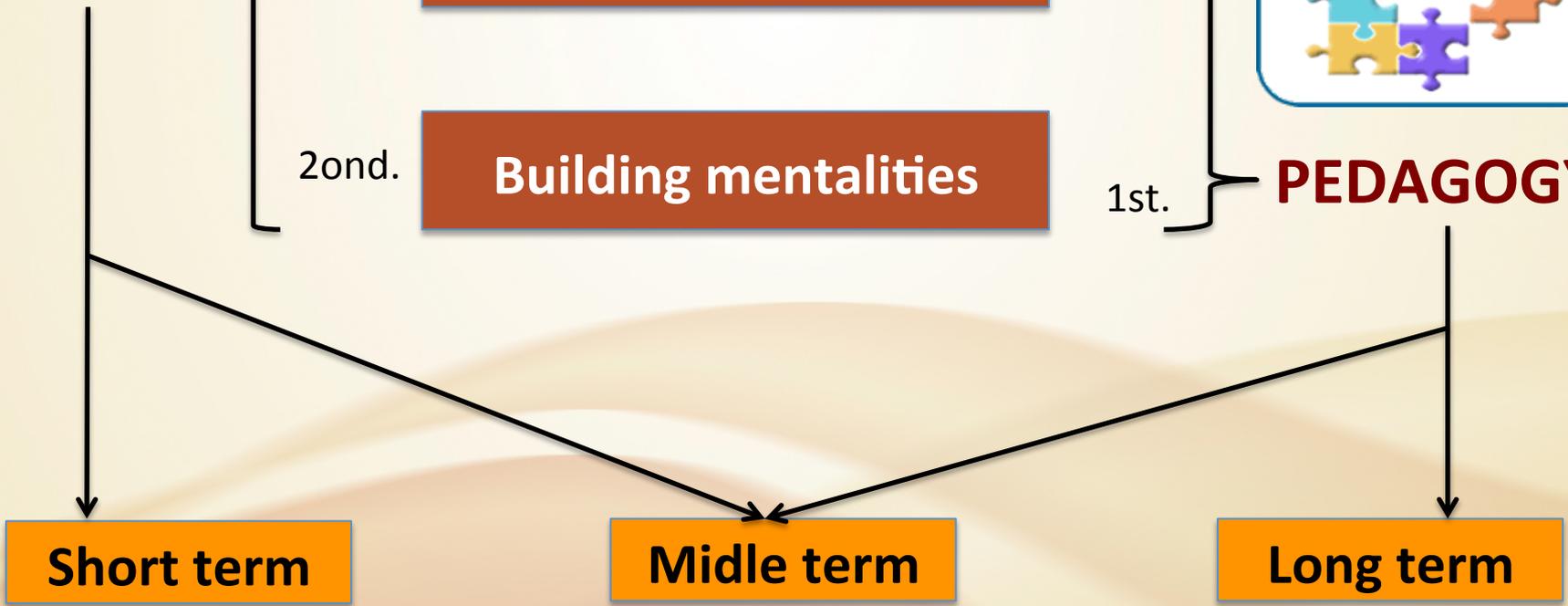


PEDAGOGY

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**



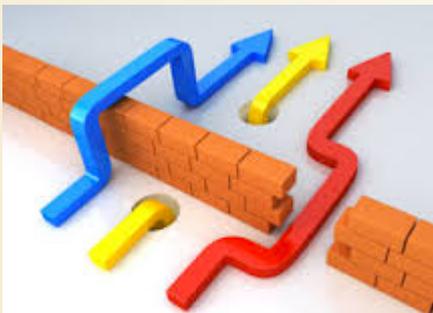
PARTICIPANTS IN SOCIO-PEDAGOGICAL RELATIONSHIP

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

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



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 SUOMEN
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THANK YOU VERY MUCH FOR YOUR ATTENTION



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