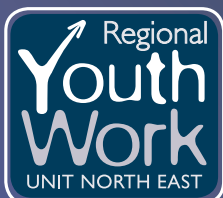




A Study on the Understanding of Social Pedagogy and its Potential Implications for Youth Work Practice and Training

April 2010



Undertaken by the
Regional Youth Work Unit - North East



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Executive Summary

1.1 Introduction

Why study social pedagogy and its implications for youth work?

This study was produced in a response to the fact that social pedagogy is now being taken up with greater interest in the UK, and is featuring more in discussions on workforce reform. Social pedagogy is a concept commonly used in European countries in relation to youth work. One of the main principles of social pedagogy is that it can promote shared values and skills across different fields which were (until recent developments in integrated services) disparate. Current emphasis on improved and better integrated services for children and young people means that social pedagogy is likely to be introduced, to a greater or lesser extent, into the UK.

The Regional Youth Work Unit North East has been involved in workforce issues for a number of years, and has been particularly interested in the development of new approaches to youth work training. When social pedagogy was highlighted in the *Children's Workforce Strategy* in 2005, it was clear that new ideas for workforce reform were being considered by both central and local government. The Unit used the opportunity of a six month internship from the University of Sunderland to allocate resources and time to exploring, in more depth, the concept of social pedagogy and its implications for youth work.

1.2 Aims of the Study

This study aims to:

- Explore definitions of social pedagogy
- Gain a better understanding of social pedagogy theory and practice
- Find out whether professionals who work with children and young people share a vision of integrated services
- Explore how social pedagogy is being used in Europe
- Identify current opinion on social pedagogy from a cross-section of professionals as well as young people
- Explore whether professionals believe that social pedagogy could be introduced into children and young people's services in the UK
- Find out what the introduction of social pedagogy might mean for youth work (specifically whether social pedagogy would change current youth work practice as well as future youth work training)
- Explore how different specialisms would be handled and whether the distinctiveness of the youth worker will remain

1.3 Methodology

The review collected data using the following methods:

- Desktop Research
- Analysis of previous case studies
- Developing a general questionnaire on social pedagogy to be sent out via email to professionals working in children's and young people's services
- Collecting information from local authorities carrying out social pedagogy pilot schemes
- Face-to-face interviews with professionals whose organisations will potentially be affected by social pedagogy
- Face-to-face interviews with young people in a focus group
- Telephone interviews with professionals involved in social pedagogy research and/or practice
- Data and information analysis
- Production of final report

1.4 Policy Context

The Every Child Matters Green Paper (2003) described a vision of a multi-agency, integrative approach to children's care, and improving and reforming services to children, young people and families through commitment to five main outcomes:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being.

The Every Child Matters agenda introduced the concept of 'integrated services', where local authorities will have increased responsibilities to co-ordinate services around the needs of children and young people:

'The Children Act 2004 gives a particular leadership role to Local Authorities in setting up the arrangements to secure co-operation among local partners, such as PCTs and YOTs. The duty to co-operate, embedded in children's trust arrangements, operates not just at the strategic level but also at the front line. Co-operative arrangements need to involve among others, schools, GPs, culture, sports and play organisations and the voluntary and community sector.'

(Every Child Matters: Change for Children)

Youth Matters describes similar areas of focus for young people aged 13-19 years old (or up to 25 years old in the case of young people with special needs or disabilities). The Children's Plan (2007) set out the Government's ambitions for all children and young people. These ambitions included reforming the whole of the children and young people's workforce and overcoming the challenges of integrating services on both a local and national level. In the past, policy makers and practitioners have found it difficult to deliver services in a holistic and integrated manner. The Children's Plan, therefore, sets out a ten year plan to achieve these reforms, the 2020 Children and Young People's Workforce Strategy (2008). The 2020 Children and Young People's Workforce Strategy proposes national action to set a clear direction, remove barriers, develop capacity and infrastructure and share good practice via multi-disciplinary work. Another aspect of workforce reform was announced in the Children's Workforce Strategy (2005), which indicated how multi-agency teams (also known as 'teams around the child') would aim to fit services around the child rather than vice versa. As part of this development, the idea of a 'social pedagogy' framework was put forward as a strategic approach to social care for children and young people. The Workforce Strategy concludes:

'The development in Continental Europe of one model for workforce change that may also be applicable to England'

Another document which refers to social pedagogy is the Care Matters: Time for Change (2007) White Paper. Care Matters proposes the steps that need to be taken to improve the outcomes of children and young people in care. One of these steps involves the introduction of social pedagogy.

What is social pedagogy?

Social pedagogy is a concept, or way of thinking, which is widely used in European countries such as Germany, Denmark and Sweden. 'Pedagogy' is derived from the Greek word 'paidagōgēō' in which 'paíd' means 'child' and 'ágō' means 'lead' or 'teach'; thus, pedagogy means 'to lead/teach the child'. The word may be pronounced with either a hard or soft final 'g'. The notion of 'social' pedagogy is said to have been coined in 1844 by Karl Mager, whilst Friedrich Diesterweg (1866) is accredited with bringing the idea to a broader audience. Diesterweg's aim was to combine theory and practice and to encourage 'learning by doing' (Smith, 2009). However, it should be noted that modern day pedagogues are distinct from teachers and they do not necessarily work in schools: they work with a wide range of people - from the elderly to people with disabilities - not just children and young people.

The Children's Workforce Strategy (2005) states that social pedagogy is 'a development in Europe of a new "model" for workforce change'. A researcher involved in the UK social pedagogy pilot schemes highlighted the flexible nature of social pedagogy:

'It is impossible to say "the way social pedagogy is carried out in Europe", as it evolves in different occupational and country contexts. There is no one way.'

Social pedagogy has been defined differently by various authors and practitioners. The Children's Workforce Strategy (2005) describes social pedagogy as:

'A concept whereby the child is seen as being a social being, with his or her own distinctive behaviour and knowledge, and where the social pedagogue (or children and young people's professional) works closely with the individual to enable them to develop their own potential.'

Oxtoby (2009) states that in Belgium, the term can be translated roughly as "walking in the shoes of". This, she says, reflects:

'The close and empathetic nature of the social pedagogue's relationship with the young people they work with. By encouraging looked-after young people to take small steps - such as developing a routine to get out of bed and go to school - the social pedagogue can help them to make great strides in terms of developing life skills. In western European countries where there is little fostering and residential child care, the social pedagogue tends to take on a parenting role.'

What is the aim of introducing social pedagogy into the UK?

The aim of social pedagogy, according to the *Children's Workforce Strategy* (2005), is to achieve a stronger workforce, with better communication between professionals involved with children and young people, thus emphasising more focus on every aspect of the child's life. Social pedagogy has been used in European countries such as Germany and Denmark for many years. Currently, in order to analyse social pedagogy's effectiveness, particularly in residential care settings in the UK, a pilot programme, which will run until 2011, have been funded by the Department for Children, Schools and Families (DCSF). The outcome of the pilots will help to inform the Government's decisions about whether and how to encourage wider use of a pedagogic approach in residential children's homes in England. The pilot programme is not only occurring in UK residential care, but have also been implemented in areas such as learning disabilities, mental health, older people's services and support work.

Different working practices in the UK as opposed to those in other European countries derive largely from differences in the training and education of professionals working with children and young people. Qualified social pedagogues in Europe are trained so that they have a broad knowledge of all the different sectors, while still keeping their own specialisms. Social pedagogues have a broad understanding of psychology, sociology, social work, education, health and other disciplines. The breadth of pedagogic training qualifies professionals for direct work with children and young people with diverse needs across a wide range of child care and welfare services, including residential and foster care, early years and youth work. This creates a flexible workforce which enjoys the opportunity to work in different sectors at different stages of their career.

Close relationships between children or young people and professionals is a distinctive feature of European social pedagogy. Social pedagogy places great emphasis on the

child or young person, and puts them at the centre of the work. An holistic perspective is very important within the social pedagogy approach and this perspective is the basis of interventions planned around the child or young person.

In recent years, tragedies such as those of the death of Victoria Climbié and more recently, that of baby Peter, have signalled that children's services need to change. The Thomas Coram Research Institute (TCRU) indicates that this is a time when the borders and relations between different types of services are already changing, as is the workforce. There is a desire to find new approaches. Children are now also being seen as people in their own right, rather than as 'problems' to be managed. The Government has realised that the well-being of children and young people in the UK has fallen in recent years. The UNICEF report (2007) indicates that the UK ranks bottom in the child well-being assessment, where factors such as material well-being, health and safety, educational well-being, children's relationships, young people's behaviour and risks, and young people's subjective assessments of well-being are measured. UK standards compare poorly to those in other Northern European countries such as the Netherlands, Sweden, Denmark and Finland, where children's overall well-being ranks highest. Thus it is imperative that action is taken, on a national level.

Goodwin (2009) states that children in care are experiencing devastating short- and long-term prospects. In 2005, only 11% of children in care attained five GCSEs at grade A-C, compared with 56% of all children. (59% of children in care were not entered for GCSEs at all). Of the 6,000 who leave care on average each year, many experience mental-health problems, drug and alcohol addiction, and end up on the streets (one-third of this country's homeless were raised in care), and fifty per cent find themselves unemployed within two years. These statistics are very different from those of Germany, for example, where it is estimated that three-quarters of those in care pass academic exams taken at the age of 16, and 95% go on to vocational training. As a result, fewer resort to crime: children in care in Germany commit on average 0.09 offences a year compared with 1.73 committed by those in the UK. Here, 60% of young offenders and 27% of the adult prison population have been through the care system (Toomey, 2007). Six out of 10 children in care go on to further education in Germany, as opposed to six out of 100 in the UK. More than a third of children in care here become NEETS (Not in Education, Employment or Training), as opposed to a national average of 6% (Goodwin, 2009). It is no surprise, therefore, that the British Government is emphasising the importance of European-style integrated working and is looking to social pedagogy to provide a new theoretical and practical framework to support children's residential care.

However, it is clear that the implementation of social pedagogy it is dependent on its social context, and thus implementation in the UK will vary from that in other European countries. Mollenhauer (1964) described social pedagogy as a 'function of society', indicating that it is difficult to simply transfer social pedagogy from one society to another. Eichsteller (2009) states that social pedagogy in Britain must be constructed in dialogue with professionals, building on their existing practice, inspiring them with different ideas, and underpinning their practice with pedagogic thinking, theories and concepts. Kornbeck (2002) suggests that there may be potential difficulties in introducing the term social pedagogy to the youth workforce in England, because of lack of familiarity with the language of social pedagogy, different interpretations of what social pedagogy means, and no tradition of social pedagogy policy, theory, training and practice.

Many professionals believe that bringing social pedagogy to England could benefit children's services and bring a greater coherence, with a number of services becoming largely social pedagogic provision.

1.5 Data collection and results

- 29 professionals from various sectors of the children and young people's workforce took part in an online survey questionnaire about social pedagogy.
- 16 professionals were interviewed, from a range of services involved with children or young people: social services, family and community support, early years, integrated services, education, justice and crime prevention, and the culture. Seven of these professionals were either currently involved in youth work or had a previous youth work background.
- 4 professionals currently involved in social pedagogy pilot schemes were interviewed.
- A group of young people took part in a focus group, where they were shown a brief presentation on social pedagogy, and then asked for their responses in a semi-structured interview.

Of the professionals who took part in the online questionnaire, 73% were aware of the integrated services reforms initiated by *Every Child Matters*, 44% were aware of social pedagogy, 46% believed social pedagogy would benefit children and young people in England, and 88% believed changes in current training and education would be beneficial for the workforce. Half of the professionals asked believed that uniting the workforce around a 'common purpose, language and identity' would be difficult, and just 44% believed that their organisations have the skills necessary for multi-disciplinary working. The qualitative survey data showed that most respondents believed that social pedagogy would be a positive approach, but that they believed there would be resistance to change within the current workforce.

All of the professionals interviewed either had knowledge of social pedagogy, or had heard of the term, although many were unclear as to what social pedagogy meant. Many believed that social pedagogy already exists within the UK, but without the tag of 'social pedagogy'. Youth work professionals believed that youth work and social pedagogy had much in common, and that the introduction of social pedagogy into the UK would potentially enhance youth work training, practice and status. Misgivings amongst youth work professionals included unfamiliarity with social pedagogy, fear that social pedagogy training would be underfunded (in both the statutory and voluntary sectors), and that the distinct role of youth worker might be lost.

As part of the research, an online questionnaire was sent to a number of professionals involved in the social pedagogy pilot programme, funded by the DCSF. The professionals believed that social pedagogy was a positive development, although some stated that they believe an area which could be potentially problematic is changes to education and training.

Summary of main themes concerning social pedagogy from a range of professionals:

- Social pedagogy is a positive idea based on equity and openness
- Social pedagogy is beneficial in that it encourages working 'with' people and not doing 'to' them, but this humanistic approach has always underpinned good practice, without being labelled 'social pedagogy'.

- Social pedagogy will aid integration of services.
- Social pedagogy will remove barriers, increase social interaction and communication, and enhance the value of professions.
- Social pedagogy provides a good base for building specialisms, provides a sound foundation of knowledge and adds value to current services.

Social pedagogy may help to blur boundaries between specialisms, which will lead to better integration and communication between professionals.

- Social pedagogy will lead to a workforce with a more rounded set of skills.
- Social pedagogy will encourage professionals:
 - to view children's and young people's lives in an holistic manner
 - to improve interventions
 - to more emphasis on the views of the child or young person rather than those of their parents or carers
- More practical training throughout university courses would be helpful, and in terms of social pedagogy courses, what is taught needs to be consistent across the UK.
- Professionals need more training and support to encourage them to share confidential information safely.
- Government funding needs to support the introduction of social pedagogy, in all sectors.
- There may be barriers to social pedagogy in the UK which are not present in other countries.
- Changes education and training will only be successful if they are consistent throughout the UK.
- Cultural differences between the UK and other countries need to be taken into account.
- The Government needs to make sure social pedagogy can be integrated into existing cultural and professional frameworks in the UK.
- Social pedagogy could be too idealistic an approach.
- In terms of social pedagogy in residential care, children and young people need to be part of the consultation process.
- The term 'social pedagogy' could prove to be problematic. Policy makers need to be very clear about what the term means, and about their expectations of individual professionals working within a social pedagogic framework.
- Fear of change can cause problems and there could be issues in terms of delivery.
- Social pedagogy courses should include opportunities for students to share their experience and case studies, work together, gain practical knowledge and evaluate practice.
- There needs to be more understanding on how social pedagogy would enhance current practice. Outcome-based research would enhance this understanding.

As young people who come into contact with services from any sector will be affected by social pedagogy, as well as possibly undertaking social pedagogy training in the future, a group of five young people who are members of the Regional Youth Work Unit's 'Youth Advisory Board' were consulted about the concept. The young people watched a Power Point presentation about social pedagogy, were given some case study examples, and were then asked to discuss their views on the concept of social pedagogy.

Summary of the young people's views:

- The type of skills a professional has should depend on their job, e.g. the skills of a teacher should be different from that of a youth worker.
- Building informal relationships with professionals involved in their lives is important to them, and they would not feel at ease discussing personal matters without feeling trust towards the professional involved. Social pedagogy seems to foster these positive informal relationships.
- Professionals should view children and young people in an holistic manner.
- Every professional need not necessarily be degree trained, but they must have practical experience.
- If teachers used a social pedagogic approach, this would have the most impact, since all young people come into contact with teachers.
- A common basic training for all professionals, with further specialist training, seems like a positive development.

1.6 Discussion

The low response rate to the questionnaire (4%) affects the research validity of this method of data collection and suggests that the questionnaire might not have been the ideal research tool. The questionnaire presupposed some awareness of social pedagogy, which may have deterred professionals from answering it. Possibly focus groups, such as that facilitated with the young people, would have been a more productive means of eliciting professionals' views on social pedagogy.

Most of the professionals surveyed viewed themselves as working integratively. Social pedagogy was mostly seen to be a positive approach and some professionals stated that social pedagogy has always been present in good practice in the UK, without actually being labelled as 'social pedagogy'. Professionals from various sectors suggested that social pedagogy could:

- Encourage professionals not to compartmentalise certain aspects children or young people's lives.
- Provide a more person-centred approach.
- Encourage professionals to focus on the views of the child or young person.
- Bring the workforce closer together.
- Encourage professionals to take all aspects of a child's life into account.

The emphasis on communication and dialogue between professionals was seen as an important positive potential of social pedagogy. A number of professionals surveyed felt that there is not enough information sharing within the workforce at the current time. More practical training throughout university courses would be helpful, but in terms of social pedagogy courses, many indicated that what is taught would need to be consistent across the UK. The social pedagogy approach would need to be clear and well thought out, as otherwise it would not work. It was indicated that there is no reason why the social pedagogy approach could not be assimilated into children and young people's services in the UK, as long as cultural differences and differences in safeguarding etc were taken into account.

However, there were some negative views. A number of professionals indicated that there was a danger of social pedagogy being too idealistic, and the terminology could cause problems. 'Social pedagogy' is difficult to understand and pronounce, and often means slightly different things in different countries. A professional in the education sector pointed out that pedagogy is a term widely used in education and means 'to teach the child'. 'Social' pedagogy, however, means something quite different, and focuses on intervention with people of all ages, and does not dictate as teaching does. *The Radisson Report* (2001) states that in order to avoid the unhelpful connotations of social pedagogy, the term 'social education' could be used instead (Lane 2008). However, 'social education' is well established as a term meaning the teaching in schools, or the teaching of social skills to people with learning difficulties. To bring in another meaning of the term 'social education' might cause more confusion. Many professionals would like to see more clarity surrounding the term, and more clarity as to expectation of professionals working according to its principles.

A number of professionals stated that they would like to see a 'model' of social pedagogy, as it is unclear how social pedagogy will be implemented in the UK. However, according to people involved in the current social pedagogy schemes, there is no 'model' of social pedagogy. Thus it is impossible to say that the UK would use a 'German' social pedagogy model or a 'Danish' model, as there is no clearly defined consensus as to what these models are. It is social pedagogy in general and the principles underpinning it which would be assimilated to England, and which are currently being used in some English residential care.

It was assumed by some that social pedagogy is composed of one type of worker or one form of knowledge. However, both in training and in practice, specialisms are not abandoned. There is merely a move of a focus on other aspects of children's and young people's needs. Thus different knowledge bases are encouraged, while common understanding between professionals is enhanced.

The young people interviewed were generally enthusiastic about social pedagogy concepts and training, and believed that social pedagogy would potentially improve the services with which they are involved. The young people suggested that social pedagogy could be particularly applied in the training of teachers, since these are the professionals with whom they had most contact. There are currently questions being raised concerning the extent to which social pedagogy could be used in school settings. Pedagogy is, of course, predominant in schools, as it involves teaching and education. However, pedagogy of the social sort, which puts an emphasis on the care and welfare of children and young people, seems to have been overlooked in these settings, or at least, no pilot schemes are being tested out in schools in the UK. Children and young people would possibly benefit if teaching included more aspects of social pedagogy, in order to help merge education, public health and social intervention. However, it could

be argued that teachers primarily have an academic influence on the child or young person, and that it is too much to expect schools to help fill in the gaps in children's development, as these obligations distract from traditional pedagogy and could put things like performance targets at risk (The Observer, 2009).

A number of professionals were interviewed who either currently work in the youth work sector, or who have experience of youth work. They were asked how they believe social pedagogy could affect youth work, whether the distinctiveness of the youth worker would be retained, and how social pedagogy might change the way in which youth workers are trained. The majority of these interviewees agreed that:

- Good youth work is actually, and has always been, social pedagogy-based and any good youth work practice has always involved social pedagogical principles. Greater emphasis, therefore, on social pedagogy could improve youth work services.
- Social pedagogy can provide a good base for building specialisms, provide a sound foundation of knowledge, and can potentially add value to youth work, which sometimes is not valued as highly as other specialisms.
- Structures and emphasis on personal development between youth work and social pedagogy are the same.
- It is a positive thing that social pedagogy is now being recognised and enhanced.
- There needs to be more emphasis in youth work on making relationships with young people, developmental work, etc.
- Putting the young person at the centre of the work and letting them 'do rather than being done to' promotes participation, which is essential in youth work.
- Services in Britain often struggle to share information, so something which unites sectors is a positive thing. Youth work and all organisations would benefit from shared practice.

These findings echo the views expressed in an internal report paper for the DFES in 2007, which stated that the role of the social pedagogue is sufficiently broad-based enough to sit comfortably with all professions. The report stated that the principles of youth work and social pedagogy broadly overlap and that:

'Any good youth work in the sense of being community based, centred on voluntary engagement, association and relationship, starting where young people are, informed choice, etc is consistent with a social pedagogical approach. Much youth work training also has a strong focus on enabling practitioners to critically reflect on their practice, and on developing skills in relating to and communicating with young people. Youth workers promote the personal, educational and social development of young people and may also work with young people with learning difficulties up to the age of 25. They aim to engage young people, redress inequalities,

value opinions, and empower individuals to take action on issues affecting their lives, including health, education, unemployment and the environment, and by developing positive skills and attitudes. Such are the principles of social pedagogy.'

Nevertheless, some youth work professionals perceived a social pedagogical approach as problematic, difficult to implement, and potentially deleterious to the 'youth worker' professional role. The fact that most youth work professionals interviewed had an issue with the actual term 'social pedagogy' indicates how it could prove to be a barrier to implementation and acceptance. Kornbeck (2002) has also stated that there are difficulties in introducing social pedagogy to the youth workforce in England due to lack of familiarity with the language of social pedagogy. There are different interpretations of what social pedagogy means. There is no tradition of clear links between social pedagogy and policy, theory, education/training and practice, which leads to confusion. A hesitant attitude towards social pedagogy has been shown to be a potential issue across other professions – not just youth work. It is therefore imperative that the Government presents a clear plan of how social pedagogy will be implemented. Social pedagogy is not a new concept, but it is only now being emphasised in the UK. Professionals may be reluctant to embrace concepts and practices which they perceive as unfamiliar or foreign. Professionals may resist change if they perceive it as a threat or become overwhelmed by it (Schuler, 2003). It is also too early to say whether pilot schemes are actually improving residential services. However, most of the professionals surveyed here felt that if policy makers could demonstrate the efficacy of social pedagogy and provide theoretical evidence that it can be assimilated to the UK, via the DCSF's pilot schemes, etc, then they would be open to it.

In terms of changes in education and training, most youth work professionals believed that having a basis of knowledge and skills would build consistency into the workforce, therefore improving quality. Training in social pedagogy could improve the recognition and status of youth work as a profession. Youth work professionals recognised that integration was inevitable, but they did not wish the youth work specialism to lose its specific identity.

Social pedagogy training is quite closely linked with the very recent developments currently being implemented by the CWDC via a new Integrated Services Framework (ISF), which will launch in April 2010. By providing a practical guide to sector-approved qualifications for those working with children and young people, the ISF plays a key role in achieving a more integrated workforce and aims to help workers develop their skills, and improve their ability to move from one job to another. The DCSF also aims to have every professional in the workforce trained to have a Level 3 diploma. Although these developments do not build on a social pedagogy concept, in that they do not focus on initial basic training before specialising, the frameworks do however encourage accreditation of skills without having to repeat learning, and emphasise greater levels of training in working towards a 'world class workforce'.

The professionals believed that the problem of youth workers resisting social pedagogy would become reduced over time. If a social pedagogical approach is increasingly emphasised, then new youth workers would be using the approach from the outset of their training, and hesitant workers would start to become marginalised. This was viewed as a positive development. Many other professionals believe that that social pedagogy is already practised in their settings. They felt that social pedagogy was about improving what works, and giving recognition to what is often undervalued. Social

pedagogy was quite similar to approaches that are already widely used in the UK, and builds on similar notions. Thus it is familiar to many professionals. Most believe that any concept which aims to improve services will most likely be a positive thing.

Professionals involved in direct implementation of the social pedagogy pilot schemes generally believed social pedagogic principles and practice as having value. However, some also stated that they believe using the approach in settings other than residential/ foster care could prove detrimental. Street (1995) echoes the concerns of these professionals suggested that there is the danger of the 'pedagogization' or 'schooling' of everyday life, blurring the differences between informal education and formal education, where pedagogues begin to teach or impose on the people they work with rather than guiding them to make their own decisions and life choices.

The professionals and young people surveyed in this study are mostly based in the North East of England. Their views may not be representative of professionals and young people nationwide.

1.7 Conclusions

Social pedagogy was largely viewed as a positive development for the children and young people's workforce. Recent Government papers and pilot studies suggest that the introduction of social pedagogy into children's and young people's services in the UK is already happening, and that this is a process that is likely to continue. The positive potentials of social pedagogy could be to:

1. Facilitate the integration of services
2. Widen professionals' knowledge bases
3. Encourage professionals to take all aspects of a child or young person's life into account
4. Improve the quality of informal relationships between professionals and young people
5. Encourage a wider range of people entering youth work as a profession
6. Encourage shared practice between professionals
7. Encourage earlier intervention
8. Enhance career flexibility for professionals
9. Improve and standardise training for professionals across a range of sectors
10. Improve the level, quality and status of youth work training
11. Enhance the status of youth work as a profession

The potential drawbacks of introducing social pedagogy into the UK included views that social pedagogy might:

1. Be too idealistic
2. Not understood
3. Not be effective in the UK
4. Not be a suitable approach for all professionals who work with children and young people
5. Not be understood by professionals, either on a theoretical or a practical level
6. Be inconsistent in terms of training, theory and practice throughout the UK
7. Be underfunded in its implementation
8. Cause the dilution of individual specialisms
9. Be imposed inappropriately on professionals, without adequate forethought or consultation
10. Fail to be implemented because of workforce resistance
11. Not be embraced in the UK if cultural difference between the UK and other countries was not taken into account.

In summary, social pedagogy is regarded as potentially beneficial approach, although there is clearly much uncertainty as to what social pedagogy means, and what the effect of its widespread implementation might be. The children and young people's workforce will need extensive training and education in social pedagogy if they are to embrace its principles and practices.

1.8 Recommendations

- Awareness of social pedagogy theory and practice needs to be raised through the children and young people's workforce.
- Social pedagogy's efficacy has not yet been proved in the UK, and the implementation of social pedagogy therefore needs to be explored in further pilot studies, throughout a range of services to children and young people.
- Research into use of social pedagogy in schools is especially important, since all children and young people come into contact with teachers
- Now that social pedagogy BAs and MAs, as well as social pedagogy modules within other degree courses, are already being offered by several UK universities, the content and delivery of these courses needs to be reviewed, to ensure consistent training .
- The Government needs to provide adequate funding for the training of professionals in social pedagogy in both the statutory and voluntary sectors.
- Professionals and young people in the North East have a broadly positive view of the potential of social pedagogy. Further studies need to be undertaken in other areas of the UK.

The Study

2. Introduction

Why study social pedagogy and its implications for youth work?

This study was undertaken in a response to the fact that social pedagogy is now being taken up with greater interest in the UK and is also currently being piloted in UK residential child and youth care. One of the main principles of social pedagogy is that it can promote shared values and skills across different fields which were, until recent developments in integrated services, disparate. According to recent Government publications, social pedagogy may be introduced into a variety of children's and young people's services in order to raise standards and foster integration. Social pedagogy is also a concept commonly used in European countries in relation to youth work. The Regional Youth Work Unit North East has been involved in workforce issues for a number of years, and has been particularly interested in the development of potential new approaches to training for youth workers. When social pedagogy was first discussed in the *Children's Workforce Strategy (2005)*, it was clear that new approaches were being considered by both central and local government. The Unit used the opportunity of a six month internship from the University of Sunderland to allocate resources and time to exploring in more depth the concept of social pedagogy and its implications for youth work.

3. Aims of the Study

This study aims to:

- Explore definitions of social pedagogy
- Gain a better understanding of social pedagogy theory and practice
- Find out whether professionals who work with children and young people share a vision of integrated services
- Explore how social pedagogy is being used in Europe
- Identify current opinion on social pedagogy from a cross-section of professionals as well as young people
- Explore whether professionals believe that social pedagogy can be assimilated to the children's workforce in England
- Find out what the introduction of social pedagogy might mean for youth work – specifically whether social pedagogy would change current youth work practice as well as future youth work training
- Explore how different specialisms would be handled and whether the distinctiveness of the youth worker will remain

4. Methodology

The review collected data using the following methods:

- Desktop Research
- Analysis of previous case studies
- Developing a general questionnaire on social pedagogy sent out via email to professionals working in children's or young people's services
- Collecting information from local authorities involved in the social pedagogy pilot programme
- Face-to-face interviews with professionals whose organisations will potentially be affected or influenced by social pedagogy
- Face-to-face interviews with young people in groups
- Telephone interviews with professionals involved in social pedagogy research and/or practice
- Data and information analysis
- Production of final report

5. Policy Context

The *Every Child Matters* Green Paper (2003) set out a vision for implementation of a multi-agency, integrative approach to children's care. *Every Child Matters* suggested improving and reforming services to children, young people and families through commitment to five main outcomes:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being.

The *Every Child Matters* agenda introduced the concept of 'integrated services', where local authorities will have increased responsibilities to co-ordinate services around the needs of children and young people. It also proposed action to support the five outcomes, and indicated that action should be focused on four main areas:

1. *Supporting parents and carers* – through the development of universal services, targeted and specialist support, and compulsory action.
2. *Early intervention and effective protection* - via improving information sharing between agencies, developing a common assessment framework across services for children, and developing on-the-spot service delivery providing rapid response to the concerns of frontline teachers, childcare workers and others in universal services.

3. *Accountability and integration, locally, regionally and nationally* – where key services for children are integrated within a single organisational focus at each level.
4. *Workforce reform* - an aim to value the specific skills that people from different professional backgrounds bring to break down the professional barriers that inhibit joint working, to tackle recruitment and retention problems using training, incentives etc, in order to ensure the best professionals are kept on the front line.

Youth Matters describes similar areas of focus in services for young people aged 13-19 years old (or up to 25 years old in the case of young people with special needs or disabilities). *Youth Matters* outlines four main areas of work to support young people in achieving the outcomes of *Every Child Matters*. These are:

- Things to do and places to go, including the Youth Opportunity and Youth Capital Funds.
- Information, Advice and Guidance.
- Community and Volunteering Opportunities.
- Targeted Youth Support and Integrated Youth Support Services.

The Children's Plan (2007) set out the Government's ambitions for all children and young people. These ambitions included reforming the whole of the children and young people's workforce and overcoming the challenges of integrating services on both a local and national level. In recent years, policy makers and practitioners have found delivering services in a holistic and integrated manner to be problematic. Therefore, the *Children's Plan* set out a ten year plan to achieve these reforms in the form of the *2020 Children and Young People's Workforce Strategy* (2008). This overview of the children and young people's workforce identifies a vision for every person who works with young people to be:

- Ambitious for every child and young person
- Excellent in their practice
- Committed to partnership and integrated working
- Respected and valued as professionals.

The *Children and Young People's Workforce Strategy* identifies what new skills will be needed to implement the five outcomes of *Every Child Matters*. The strategy bears in mind the make-up of the workforce and the requirements for recruitment, retention and development over the next ten years, it also proposes national action to set a clear direction, remove barriers, develop capacity and infrastructure and share good practice via multi-disciplinary work. The need for these reforms is indicated in the *Children's Workforce Strategy* (2005) whereby proposals are set out to tackle each of the major strategic challenges, while focusing on areas which have the most immediate capacity and quality issues: early years, children's social work and foster care. From an integrated services perspective, the *Children's Workforce Strategy* suggests that the integration of frontline delivery should involve new ways of working for practitioners, in multi-agency teams, with some practitioners in the role of 'Lead Professionals', these multi-agency teams (also known as 'teams around the child') aim to fit services around the child rather

than vice versa. As part of this development, the idea of a 'social pedagogy' framework was put forward as a strategic approach to social care for children and young people. The *Children's Workforce Strategy* (2005) concludes:

the development in Continental Europe of one model for workforce change that may also be applicable to England'

Another document which refers to social pedagogy is the *Care Matters: Time for Change* (2007) White Paper. The paper indicates that despite the professionals involved having high ambitions and a shared commitment for change, outcomes for children and young people in care have not sufficiently improved since *Every Child Matters*. *Care Matters* proposes the steps that need to be taken to improve the outcomes of children and young people in care. One of these steps involves the introduction of social pedagogy.

5.1 Social pedagogy and how it is being used in Europe

What is Social Pedagogy?

Social pedagogy is a concept, or way of thinking, which is widely used in European countries such as Germany, Denmark and Sweden. 'Pedagogy' is derived from the Greek word 'paidagōgēō' in which 'paíd' means 'child' and 'agō' means 'lead' or 'teach'; thus, pedagogy means 'to lead/teach the child'. The notion of 'social' pedagogy is said to have been coined in 1844 by Karl Mager, whilst Friedrich Diesterweg (1866) is accredited with bringing the idea to a broader audience. Diesterweg's aim was to combine theory and practice and to encourage 'learning by doing' (Smith, 2009). However, it should be noted that modern day pedagogues are distinct from teachers and they do not necessarily work in schools: they work with a wide range of people - from the elderly to people with disabilities - not just children and young people.

The *Children's Workforce Strategy* states that social pedagogy is 'a development in Europe of a new "model" for workforce change'. However, according to a professional involved in the social pedagogy pilot programme, funded by the DCSF, which is currently being carried out in the UK:

'Social pedagogy is a way of thinking and is NOT a model of care. It means different things to different people and in different countries. It is influenced by the cultural norms of the country in which it is operating'.

Another professional involved in the pilot programme states:

'It is impossible to say "the way social pedagogy is carried out in Europe", as it evolves in different occupational and country contexts. There is no one way.'

Social pedagogy has been defined differently by various authors and practitioners. One learning and development consultant, who is directly involved with the social pedagogy pilot programme, said:

'It's a whole ethos, agenda, philosophy, approach or working with young people and children. It's not a technique or tools. It's an approach which has developed over about 200 years and the core of it is really trying to support children and young people in their learning, education and development, and taking into account the world around the child. So not just looking into any particular issues surrounding the child, but also considering their life circumstances, their environment, their cultural background and so on. The pedagogue brings him or herself into the interaction with the young person, so uses him or herself as a tool to encourage young people to develop and fulfil their potential. So to do that in a skilled way, it requires people to be suitably trained to understand young people in their full development.'

The *Children's Workforce Strategy* (2005) describes social pedagogy as:

'A concept whereby the child is seen as being a social being, with his or her own distinctive behaviour and knowledge, and where the social pedagogue (or children and young people's professional) works closely with the individual to enable them to develop their own potential.'

Eichsteller (2009) describes social pedagogy as:

'A holistic humanistic approach to working with children and young people (as well as other groups within society) that resonates strongly with their personal attitude and values. Social pedagogy is not offering an entirely new approach but rather comes as an enhancement, an overarching framework that brings into coherence existing approaches in practice, providing a clear direction and aim.'

Oxtoby (2009) states that in Belgium, the term can be translated roughly as “walking in the shoes of”. This, she says, reflects:

‘The close and empathetic nature of the social pedagogue’s relationship with the young people they work with. By encouraging looked-after young people to take small steps - such as developing a routine to get out of bed and go to school - the social pedagogue can help them to make great strides in terms of developing life skills. In western European countries where there is little fostering and residential child care, the social pedagogue tends to take on a parenting role.’

One training officer involved in implementation of social pedagogy in the UK reflected on the multi-faceted nature of social pedagogy:

‘It’s difficult to explain what social pedagogy means. If someone was to ask one of us what it means, they’d either be there for three hours listening to us describe it or they would get a one liner that really doesn’t give you much to go on... “It’s a way of thinking” is the only short version I’ve ever heard. And if someone was listening to what we said about it and then went back to their colleagues and said, “Oh, we really need to take this on,” and they asked what it is, even though that person listened to us talking about it and understood it, they’d probably still find it difficult to define, because it’s almost defined by the relationship you have with the child.’

5.2 What is the aim of introducing social pedagogy into the UK?

The aim of social pedagogy, according to the *Children’s Workforce Strategy* (2005), is to achieve a stronger workforce, with better communication between professionals involved with children and young people, thus emphasising more focus on every aspect of the child’s life. Social pedagogy has been used in European countries such as Germany and Denmark for many years, and recently the UK has seen more emphasis on the concept in everyday work involving children and young people. Currently, in order to analyse social pedagogy’s effectiveness, particularly in residential care settings in the UK, a pilot programme (which will run until 2011) has been funded by the Department

for Children, Schools and Families (DCSF). These schemes are taking place in local authority children's homes in London, Hampshire, Bournemouth, Dudley, Blackburn and Darwen, Staffordshire, Cheshire, Liverpool and Lancashire. Also taking part are private and voluntary sector providers Quarriers, Ingleside, Safeguarding Children's Services, Appletree, Lioncare, St Christopher's and Break. The outcome of the pilots will help to inform the Government's decisions about whether and how to encourage wider use of a pedagogic approach in residential children's homes in England. The programme aims to discover possible ways of translating social pedagogic approaches into meaningful practices in English residential care settings. A residential care manager whose organisation is currently involved in the pilot programme stated:

'(The objective) is ultimately to improve outcomes for young people in residential care, to investigate whether social pedagogy offers a perspective, method and professional coherence that contribute to improving outcomes.'

The pilot follows a period of comparative research and feasibility studies carried out at Thomas Coram Research Unit (TCRU), Institute of Education, University of London. A researcher at the TCRU stated that the aim of their involvement in the schemes is to:

'Ascertain how and if a social pedagogy approach can be assimilated into UK residential care. We conduct own research which will be published, looking at the therapeutic approach and the social pedagogy approach in action (similarities, differences, competition and collaboration).'

The pilot schemes are not only taking place in UK residential care, but have also been implemented in areas such as learning disabilities, mental health, older people's services and support work. In recent years, a number of residential care homes who have employed Danish and German pedagogues have reported very positive experiences for children and young people and staff members. The pilots currently being carried out are building on this experience. A training officer involved explained why the pilot programme involved co-working between UK and other European professionals:

'We needed to have people from the UK as well as people from the continental countries because we thought if it was all run by people from continental countries they may not be able to spot any tricky issues or any particular "UK" issues. If it was only run by UK people they would not have the background knowledge of pedagogy because they wouldn't be trained in that. So we decided to put the two together.'

Partly because of this pilot programme, there is now greater awareness of social pedagogy amongst professionals in the UK. Many professionals surveyed stated that social pedagogy has always been their way of working: it had just never had the tag of 'social pedagogy'.

European social pedagogy and its potential in the UK

The social pedagogy recruitment service 'Jacaranda' describes the principles of social pedagogy as:

- A holistic approach
- More reflective practice
- Unconditional regard for the individual
- A relational approach
- Staff and children (for example in residential care) inhabiting the same life space
- Human and children's rights underpinning practice
- Fostering group life
- Strong team-working and cooperation with families, other agencies and neighbourhoods
- Encouraging practical and creative skills.

These principles are mostly used in good practice in the UK. However European social pedagogy utilises these principles to a greater extent. Oxtoby (2009) indicates that social pedagogues are well established in continental Europe and are often trained to graduate level. In some countries, a 'social pedagogue' is anyone who is part of the children and young people's workforce. One of the main differences between the UK way of working and the European way of working comes as a result of the training and education of professionals working with children and young people. A learning and development consultant who is directly involved in the social pedagogy pilot programme stated that there are two main differences between British and European training:

'In European countries such as Denmark or Germany, you would not be allowed to have a full time job working with children and young people unless you have finished your training. The second main difference is that the range of topics and subjects you would cover in a course would be much broader than they are now. So you might do a 3 year foundation degree with a joint first year of the degree studying not only other professions involving children and young people, but subjects such as sociology, politics, legal frameworks and child development, and then the second and third year they would specialise and focus on whatever route you want to take. Some people may decide to go up the early years route and some might decide to go into youth justice, youth work, school support, and so on. But the beauty of that is that everybody is on the same course so people speak the same language. I also think it's fair to say that the level of training is also higher than what we currently find in the UK. There are very few equivalents to a NVQ for instance. The majority of staff would be expected to

enter at least a foundation degree course and finish that before they go and work with young people. ...People... are coming out of a course properly equipped with a toolbox of all sorts of knowledge, skills and experience ... to then work with a whole variety of children and young adults.'

Qualified social pedagogues in Europe, therefore, are trained so that they have a broad knowledge of all the different sectors, while still keeping their own specialisms. This in turn encourages more communication between professionals in different settings to produce better outcomes for the child or young person.

European qualifications in social pedagogy can involve:

- 3 year vocational training incorporating a high level of practical experience as well as the underpinning theory
- 3 or 4 year 'applied science' university degrees, incorporating practical elements
- 5 year university qualifications, including practical placements

As an example, the social pedagogy degree modules from VIA university in Denmark includes:

- Educational theory
- Theoretical subjects in the behavioural and social sciences
- Skills training such as group work, culture and communication, working with conflict and challenging behaviour and teamwork
- The individual and society
- Health, body and movement
- Expression, music, drama, arts, nature and technology
- Specialisation – enabling pedagogues to work within a specific area
- Practical training

The experiential work or practice placements in European countries generally involve the student:

- having a practical command of social education
- making a specific contribution to the needs of a chosen target group
- accounting for how theoretical and practical knowledge of a target group can constitute a basis for social education activities in general
- creating knowledge by participating in, analysing and reflecting on practice
- accounting for his/her own professional identity.

A social pedagogy student on placement in England from a university in Denmark regarded extensive work experience as an essential part of training:

'One of the big differences is that we have a lot of practice in Europe. We are experienced with practice placements. We have one year and three months out of the total three and a half years at university, which is a lot.'

Social pedagogues have a broad understanding of psychology, sociology, social work, education, health and other disciplines. The breadth of pedagogic training qualifies professionals for direct work with children and young people with diverse needs across a wide range of child care and welfare services, including residential and foster care, early years and youth work. This creates a flexible workforce which enjoys many opportunities to work in different sectors throughout their career. A learning and development consultant involved with the current pilot programme stated that in future, although universities were already developing social pedagogy degrees and modules, these qualifications were not standardised:

'There are some universities already doing BAs and MAs and things like that. But it's difficult because the government has not given out any guidelines. They have just basically said, "you all go and deliver these courses". So they will just develop in one way or another.'

Close relationships between children or young people and professionals is a distinctive feature of European social pedagogy. As a training officer involved with the pilot programme indicated: 'It's just a totally different mindset of working very individually with each young person.'

A social pedagogy student on placement in England from a university in Denmark made the following comparison between working practices in Denmark and the UK:

'I was shocked, because one day I had spoken to one of the other professionals who used to work at a children's home in England as I did in Denmark, and we compared our experiences and it was like two different worlds. What he told me, and this was a few years ago, was that a child couldn't sit on his lap and he couldn't give them a hug, there were locks on all the cupboards and things like that.'

That's not at all the way we think in Denmark. Children's homes are their homes. And you're trying to make them see each other as siblings, and we all eat together at one table, talk, do homework, go out to watch the football or whatever and it's like a real family. We also have small units with about 8 people together, and we always have the same staff. So

things like that shock me very much because it seems like it's such an old way to work...

I've heard a lot of times from the people that I work with that they have been very glad to see that I am quite open with the young people and will talk to them about anything they want to talk about...My way of working is very different from what they do, because it's more of a personal relationship when you're working with young people in Denmark than it is in England. We European workers aren't really aware of the barriers that workers have in England, and I've been told several times, "It's nice that you just do it, but you need to be more aware of crossing a line". I think that's just our background and our way of thinking that you need to have a relationship with the person before you work with them.'

A professional involved in the social pedagogy programme stated that social pedagogues work with the child holistically by:

'Listening well and using positive reframing, for example; engaging in mutual learning or co-construction; doing things together; respecting rights and engaging in responsibilities together; supporting all dimensions of a child's life and working with context.'

This holistic perspective is very important within the social pedagogy approach. Forming good relationships with a child or young person is vital. As a social pedagogue stated:

'You need to have a solid relationship to the young person, and that's where it is very close to youth work. You start working with a child, and you realise that you need to build a relationship with that young person as quickly as possible. When we do initial assessments of young people we need to create some sort of relationship with them in half an hour and that requires a certain set of skills and knowledge.'

It is important to plan meaningful interventions around a specific child. A training and development officer stated:

'For any social pedagogue, what qualifies them is being able to put a meaningful and planned intervention into place. This intervention will include themselves.... They not only have to be trained in

lots of subjects and areas, they also need to have an understanding of the way they act, their values and so on, so really a constant self-reflection... Assessing situations on a very individual level might mean different boundaries, flexible boundaries or whatever, and the skills to plan an intervention quickly are also extremely important.'

Although the term 'social pedagogy' is well established in Continental Europe, why is it only now being introduced into the UK? A learning and development consultant involved in the pilot schemes stated:

'The objective is to tackle the very poor outcomes for young people and children in care. The statistics that compare the outcomes for young people in care in the UK with those of the people in Germany are really shocking, because they found that UK children and young people had a much greater chance of ending up becoming involved in crime, teenage pregnancy, drug abuse and so on. So the main aim is to change the lives and the outcomes for young people.'

In recent years, tragedies such as those of the death of Victoria Climbié and more recently the death of baby Peter have signalled that children's services need to change. The Thomas Coram Research Institute (TCRU) suggest that the relationship between different types of services is already changing, as is the workforce. There is a desire to find new approaches. Children are now also being seen as people, rather than 'problems' to be managed.

The Government has realised that the well-being of children and young people in the UK has fallen in recent years, thus it is imperative that action is taken, on a national level. The UNICEF report (2007) indicates that the UK ranks bottom in the child well-being assessment, where factors such as material well-being, health and safety, educational well-being, children's relationships, young people's behaviour and risks, and young people's subjective assessments of well-being are measured. The UK suffers by comparison with other Northern European countries such as the Netherlands, Sweden, Denmark and Finland, where children's overall well-being ranks highest.

Goodwin (2009) states that children in care are experiencing devastating short- and long-term prospects. In 2005 only 11% of children in care attained five GCSEs at grade A-C, compared with 56% of all children (59% of children in care were not entered for GCSEs at all). Of the 6,000 who leave care on average each year, many experience mental-health problems, drug and alcohol addiction, and end up on the streets (one-third of this country's homeless were raised in care), and fifty per cent find themselves unemployed within two years. These statistics are very different from those of Germany, for example, where it is estimated that three-quarters of those in care pass academic exams taken at the age of 16, and 95% go on to vocational training. Only 2% of children in care under 16 are out of school (in the UK it is 12%) and less than a quarter of those over 16 are neither in employment nor education (in the UK it is 55%). As a result, fewer resort to crime; children in care in Germany commit on average 0.09 offences a year compared with 1.73

committed by those here. In the UK, 60% of young offenders and 27% of the adult prison population have been through the care system (Toomey, 2007). In Germany, 6 out of 10 children in care go on to further education in Germany as opposed to six out of 100 in the UK. More than a third of children in care in the UK become NEETS (Not in Education, Employment or Training), as opposed to a national average of 6% (Goodwin, 2009). It is no surprise, therefore, that the British Government is looking to an integrated, European-style approach to deliver improved services to children and young people, especially those in care.

Social pedagogy it is dependent on its social context, so implementation in the UK will vary from that of other European countries. Ladbroke (2009) follows Holthoff et al. (2009) in stating:

'Any definition of social pedagogy should highlight the importance of its relationship in its social context. As an academic discipline, social pedagogy is concerned with human beings' learning, well-being and inclusion in society. Social pedagogy emerged to address culturally specific social problems through educational means (see Hämäläinen, 2003), and as every culture encounters its own unique problems, solutions to social problems are dependent on the context.'

Mollenhauer (1964) described social pedagogy as a 'function of society', indicating that it is difficult to simply transfer social pedagogy from one society to another. Eichsteller (2009) indicates that social pedagogy in Britain must be constructed in dialogue with professionals, building on their existing practice, inspiring them with different ideas, and underpinning their practice with pedagogic thinking, theories and concepts. Kornbeck (2002) suggests that there may be potential difficulties in introducing the term social pedagogy to the youth workforce in England because of the lack of familiarity with the language of social pedagogy, different interpretations of what it means and no tradition of social pedagogic links between policy, theory, training and practice.

Many professionals believe that bringing social pedagogy to England could benefit children's services and bring a greater coherence, with a number of services becoming largely pedagogic provision. Bengtsson et al (2008) provide evidence for the benefits of social pedagogy in UK settings, by citing practice development training facilitated by social pedagogue consultants from Germany and Denmark in 9 residential care settings in the UK. The overall outcome of this project was seen as highly positive. It is clear that the introduction of social pedagogy would induce change in such areas as: current policy for working with children and young people, training of staff, education etc, would cost time and money. Professionals from all types of children's services will need to be trained to graduate level for working in a more holistic field. They will need to be broadly trained for outcome-focused work, including with children who have significant developmental needs. The benefits of these changes are as yet unproven, and many professionals believe that further and better research into social pedagogy's application in the UK needs to be undertaken.

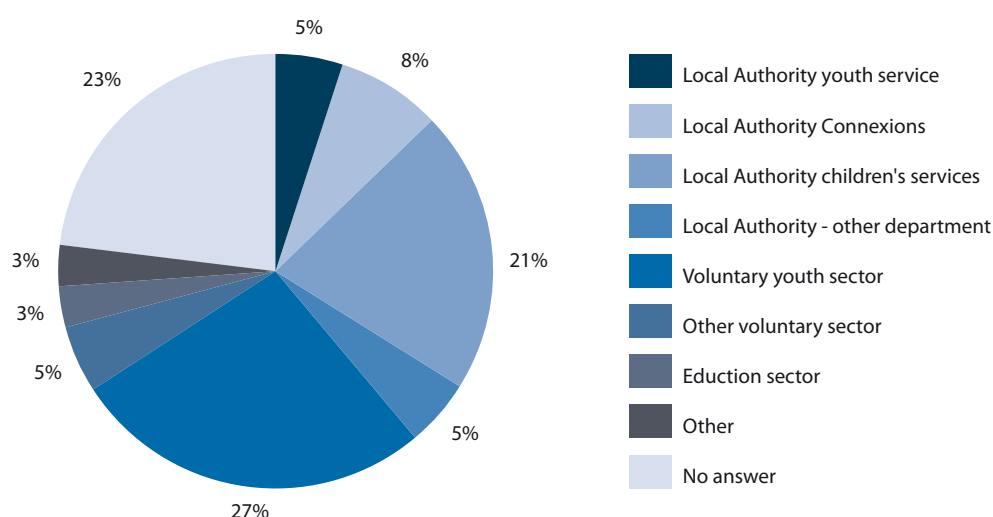
6. Social pedagogy survey

In order to explore whether professionals in the children and young people's workforce are aware of social pedagogy, along with their views as to how they think social pedagogy would affect their organisations/ services, a questionnaire (see Appendix 1) was developed and sent to 724 professionals in the children and young people's workforce with an aim to obtain both qualitative and quantitative evidence. Overall, 29 questionnaires were completed and returned and 32% of the respondents were professionals involved in youth services.

6.1 Quantitative survey data

Figure 1 shows the percentage of professionals involved in each sector who completed the survey.

Figure 1: Percentage of professionals involved in each sector



Of these professionals, 29% stated that they 'always' work integratively with other organizations or services surrounding children and young people, 39% 'frequently' work integratively, 3% stated 'occasionally', and 29% gave no answer. Table 1 shows participants' responses to the following questions:

Table 1:

Professionals' responses to questions

	Strongly aware	Vaguely aware	Unaware	No answer
Are you aware of the workforce reforms which were initiated by <i>Every Child Matters</i> ?	64%	9%	0%	27%
Are you aware of the <i>Children's Workforce Strategy</i> ?	38%	23%	10%	26%
Are you aware of social pedagogy?	24%	20%	29%	27%

	Yes	No	No Answer
Do you think professionals in your organisation have all of the skills necessary for multi-disciplinary working?	44%	27%	29%
Do you think it will be easy for the children and young people's workforce to unite around a 'common purpose, language and identity'?	25%	50%	25%
Do you think social pedagogy will benefit children and young people in England?	46%	5%	49%
Do you think that changing education and training would be a good thing for the workforce?	88%	4%	8%

In total, 44% of the 29 participants who completed the survey were somewhat aware of social pedagogy, while 46% believed it would benefit children and young people in the UK, with 88% indicating that they believed changes in education and training would benefit the workforce. Regarding integrated services, half of the participants did not believe that it would be easy for the workforce to unite around a 'common purpose, language and identity'. 27% believed that professionals in their organization did not currently have the skills necessary for multi-disciplinary working.

6.2 Qualitative survey data

The surveys returned also contained qualitative data. Questions asked, along with a selection of participants' responses, are shown in Table 2:

Table 2:

Questions requiring qualitative data	Some examples of responses found in survey
Q1: What do you think are the skills people will need to reach the governments idea of a 'world-class workforce?'	<p>Engaging with hard to reach children & young people</p> <p>Involvement & engagement</p> <p>Listening to children & young people</p> <p>Skills in effective communication with children & young people</p> <p>Participation, involvement & engagement</p> <p>Partnership working & liaising with other organisations</p> <p>Appropriate information sharing</p> <p>Cross-sector and multi-agency working</p> <p>Support and encouragement of participation</p> <p>Effective consultation - including larger national bodies not just expecting voluntary sector organisations to provide them with young people to consult at the drop of a hat</p> <p>Adaptability.</p> <p>People need to have the skills and partnerships to work integrated with other organisations</p> <p>The workforce needs to be aware and trained how to use services such as contact point</p> <p>The workforce also needs to be fully trained</p> <p>Affordable and funded training should be available to the third sector so the sector can also have a adequately trained workforce</p> <p>Everyone who works with children and young people should have at least Level 1 in Safeguarding</p> <p>Flexibility</p> <p>Willingness/ability to learn new skills and absorb new knowledge</p> <p>Generic "youth work" type skills of relationship building, facilitation skills, political awareness, challenge etc</p> <p>Professional integrity</p> <p>Good grasp of specific skills appropriate to the specific area they work in (I believe that it will be better to have a flexible master of one trade than a lukewarm Jack-of-all-trades)</p>

Questions requiring qualitative data	Some examples of responses found in survey
Q2: Could you please indicate the types of training you think would enable professionals to have all of the skills necessary for multi-disciplinary working?	<p>It's not about training, but developing practice</p> <p>Social care multi-disciplinary working</p> <p>Common Induction</p> <p>Leadership & Management</p> <p>Integrated working</p> <p>We need to gain more understanding of the work which other practitioners do and learn where we can add value. We would probably benefit more from networking than formal training.</p>
Q3: Can you please give a description of what you believe social pedagogy to mean?	<p>Creating an environment where people learn from each other in an equal relationship. In terms of young people, this is about putting the young person at the centre of the process and providing an holistic perspective to the education of the person, bringing together related disciplines from formal to informal education, health and social work</p> <p>It has its roots in German education (sozial pädagogik). The term is used to describe a range of work including social work and education. Often holistic and in group work. Often seen as community education or education for sociality</p> <p>Supporting better outcomes for children and young people through theory and practice</p> <p>Focusing on the whole child deeper working relationship between child and practitioner</p> <p>Practitioner involved in many aspects of child's everyday life</p> <p>Person-centred approach</p> <p>Supporting children's rights</p> <p>I understand the term to refer to community based education. Ensuring young people are fully integrated into society and social behaviour as well as formal schooling</p>

Questions requiring qualitative data	Some examples of responses found in survey
<p>Q4: Give your answer as to why you do or do not think social pedagogy would benefit children and young people in England?</p>	<p><i>(It)</i> gives direction and support to those young people who, currently, feel dislocated and disconnected from society</p> <p><i>(It has)</i> the ability to effectively communicate with young people and empowers them to make their own informed decisions. The workforce must also recognize that structural aspects impact on young people's lived experience of the world and these need to be addressed to ensure sustained change. The workforce must develop skills such as conversation, group work and the recognition of the importance of communication between agencies. It is also imperative to ensure staff are trained and competent in the areas that they practice.</p> <p>Social pedagogy underpins good quality youth work and social work practice, so it is already happening here - we just haven't called it social pedagogy. The key benefit for children and young people is to be regarded as competent individuals who are treated with respect and supported/enabled to learn and develop as they grow into adults.</p> <p><i>(It has)</i> much more person-centred work, more consistent outcomes learning, and deeper understanding of the child and his/her development. However, it could lead to dependency on the worker if clarity around boundaries is not good enough.</p> <p>It depends on which model is introduced. You cannot make integration work by creating one type of worker or one form of knowledge. Integration is dynamic and needs many voices and different knowledge bases.</p>

Questions requiring qualitative data	Some examples of responses found in survey
<p>Q5: Do you believe that changing education and training for professionals in children and young people's services would be a good thing for the workforce?</p>	<p>This depends on the training/education and the underpinning ethos.</p> <p>It will promote a better understanding of different disciplines and professions within the children and young people's workforce. Having a 'core' set of skills to work with young people will build consistency into the workforce therefore improving quality.</p> <p>My answer is yes and no. We must have learning that increases understanding of core competences that are common to all staff that work with young people. However, we still need the professional training that makes people specialists.</p> <p>Ensures that the child and the family remain at the centre of the work. Staff are trained consistently and are able to enable CYP. Better outcomes, better qualified and more competent workforce. A range of experience across the workforce. Opportunity for staff to gain qualifications and gain expertise and knowledge. Leaders and managers have the qualifications and expertise to lead the organisation and its staff.</p> <p>I believe that it is inevitable that more integration is going to become the norm in the future... This should be recognised ... without overly diluting the professional training.</p>
<p>Q6: Please indicate why you do or do not think your colleagues would welcome a change to children and young people's services such as that of social pedagogy.</p>	<p>I think some people are interested in new ways of working and others would claim that they are already doing this. Others would probably be resistant, because it's human nature!</p> <p>Some people cling tightly to professional boundaries in the belief that this makes them 'better' than other staff. In other European countries, social pedagogy has provided a way of ensuring a highly qualified workforce that embraces and values a wide range of specialisms.</p> <p>There is bound to be some resistance to new ideas. However, I feel that by demonstrating the efficacy of the new approach, many workers, who by definition have open minds, will see the benefits and embrace the new way of working.</p> <p>Some will welcome it; others will resist it - depending on their own views and/or feelings of being threatened by change and something new.</p>

7. Interviews with professionals in the children & young people's workforce

Structured interviews were carried out with professionals involved in children and young people's services. Professionals from the health sector were unavailable for interviews. All interviewees stated that they were aware of integrated services, that they worked towards integration in their organisation, and were aware of social pedagogy. For interview questions, see Appendix 3.

7.1 Social, family and community support services

Three professionals involved in social, family and community support services were interviewed:

1. Children's residential services:

A manager of a children's residential care service stated that integration has been a positive development in their organisation, since they are very much a multi-agency service. However, there were some barriers to integrated working:

'The biggest barrier to integrated working is the paperwork. Right across the country and even nearby local authorities don't use the same paperwork. So you have this difference going on all the time. It's about having the same language and singing from the same song sheet as people say, and we don't at the moment.'

When asked about social pedagogy:

'I think (social pedagogy) is idealistic. It's a very good idea, and in particular settings it's very good where people have space, scope and the autonomy to carry out the different modules that help young people. But I think in smaller local authorities, in children's residential homes which are very much in the thick of the community and very restricted financially with

budgets, that can often impact on actually being able to work to that ethos as ideally as possible. I would imagine it would be extremely difficult to use social pedagogy in the real fullness that European countries use it, because there aren't as many barriers over there...It's very much a culture thing as well, as in European countries their social history and background is very different to ours, so you immediately have that difference. But also in these countries, individuals pay massive taxes to afford that system to work, and it's strongly felt that the tax payer in this country wouldn't be willing to make that sacrifice and wouldn't have enough faith in the process to give the outlay to it that it would need...I know in residential you can understand something, but trying to actually implement it can sometimes be impossible. It's easier said than done.'

The professional in residential care felt that social pedagogical changes to education and training could benefit the workforce:

'Theory in social work now has to change. There is obviously a backbone that needs to stay, but most of it needs to change and maybe social pedagogy coming into that is the answer....I think it would benefit courses a lot to be more focused on the human element of contact with people instead of all this theory that you can't really relate to practice. So yes, I would like to see trainee social workers doing a more human side to the work, and I think social pedagogy would be the answer to that.'

There was a feeling that children and young people in residential care should also be asked about their views on social pedagogy:

'(This residential home) is never opposed to changes and it's not about that, but we are suspicious of the impact it will have on the children....We can embrace changes because we go home, but these children live here and we don't have the right to treat them like guinea pigs all the time. It's not fair and they need to know what's happening and, more importantly, do they wish to be involved in that? Because they may not want to be.'

2. Service for vulnerable children and young people:

A professional involved in services for vulnerable children and young people had this to say about integrated services:

'The workforce needs good communication skills and an understanding of what each professional does...Without that understanding, there's a bit of fear between professionals. And it's kind of bridging that gap by knowing who's doing what. Sometimes in this sector people have the skills, but don't have the confidence to work with disabled young people and children. So I think more training or support on that would benefit the workforce.'

When asked about social pedagogy:

'I think social pedagogy would be quite beneficial to people for young people with disabilities, especially for young people who maybe have complex health needs, but I could see some professions benefiting from it more than others. It would be really good for health professionals because, say, for someone like me, we focus on the whole person anyway. We could never focus on only one aspect of someone with a disability and a lot of other organisations are the same. But for health, if a child or young person has been sent to that health professional for a specific reason, they will only focus on that, but there could be a lot of social factors that are implementing on that health issue ,so taking a more holistic approach would be really beneficial.....It sounds like a huge task, but if the evidence is there that it does work then it will be worth the change.'

It was then stated that communication between professionals is currently a problem for disability services:

'We definitely need more communication. I think a reason why some teams don't communicate information with other teams is that they're a bit frightened about whether they're crossing the line of confidentiality, but actually I think it's their job to do that to keep the young person or child safe. So maybe more support for professionals to let them know what they can share would be helpful.'

In terms of social pedagogical training and education:

'I think it would be useful for people to observe in actual child and young people settings when they are receiving training at university to make it more of a practical thing. I've noticed that integrated services mean something different everywhere and it's difficult to get a standardised view or concept of what it is. So what is taught in universities will have to be the same everywhere.'

3. Social Work sector:

A professional involved in social work had this to say of social pedagogy:

'It seems to me that the main principles of social pedagogy are really looking at the child or young person as a complete individual, looking at all aspects of their lives....There is always a danger, in that what professionals sometimes do is don't look at all aspects of the child's life. They just look at various bits, whereas social pedagogy helps you...plan and help that child or young person as a whole.'

The interviewee highlighted the difference between UK and European practices:

'It's more fragmented in England...There are crossovers and areas where social care professionals, particularly in England, are trying to take the more holistic approach. But I still think that sometimes there is too much emphasis on the position of the family or the parents' views and not enough of the child's.'

When asked how social pedagogy could affect social work, the respondent believed that social pedagogy would be more beneficial than detrimental:

'Social work is a multi-faceted position and there is not a single theory in social work at all. There are lots of different and sometimes competing theories being worked through in social work training and social work practice, and I think (*social pedagogy*) would add to that...What social pedagogy will do is give you a really good base on which to build your specialisms... It places the specialist interventions in a context of the whole life of the child.'

Summary of main themes concerning social pedagogy from a range of professionals involved in social, family and community services:

- Social pedagogy brings workforce closer together
- Social pedagogy encourages professionals to take all aspects of a child's life into account
- Social pedagogy will encourage professionals:
 - not to compartmentalise certain aspects children or young people's lives
 - not to overlook areas which could help improve intervention with that particular person
 - not to put too much emphasis on the family or parents' views rather than the child/young person
- Social pedagogy provides a good base for building specialisms, provides sound foundation of knowledge and adds value to current services.
- Social pedagogy could be too idealistic an approach.
- Professionals in this sector need more training and support to encourage them to share confidential information with other professionals for safeguarding.
- More practical training throughout university courses would be helpful, and in terms of social pedagogy courses, what is taught needs to be consistent across the UK.
- Finance and budgets could be a problem for residential care if social pedagogical approaches are taken on.
- There may be barriers to social pedagogy not present in other countries, and introducing social pedagogy to UK services could prove problematic.
- In terms of social pedagogy in residential care, children and young people need to be involved in the consultation process

7.2 *Early years services*

One manager from early years services said of integrated working:

'We work with lots of different types of sectors such as social care, health, and education and so on. (For multi-disciplinary working) staff need to have excellent communication skills, organisation, flexibility, and obviously a clear understanding of the roles of other professionals.'

When asked about social pedagogy:

'I think (social pedagogy) will benefit the workforce as well as children. Anything that encourages better relationships between the workforce and children and young people will be valuable, as it removes barriers, increases social interaction and communication, and also values other professions. The fact that it also puts the child at the centre and encourages informal learning as an everyday can only be a good thing.'

The professional believed that although there may be some resistance to change, overall, social pedagogy would be beneficial:

'If the education and training is the same everywhere in the UK and is consistent then I don't see why it should be a problem. I think if social pedagogy courses have been proven to work in European countries then why can't they work over here? As long as things like cultural changes, etc, are taken into account then it should work for the UK....We are always open to new ideas to improve our services for children and I think social pedagogy seems like a very positive thing.'

Summary of themes concerning social pedagogy from an early years manager:

- Believes social pedagogy is a positive approach for the workforce and children and young people.
- Social pedagogy will remove barriers, increase social interaction and communication, and enhance the value of professions.
- There may be some resistance to change and changes education and training will only be successful if they are consistent throughout the UK.
- There was no reason why the social pedagogy approach should not be assimilated into children and young people's services in the UK, as long as cultural differences between countries were taken into account.

7.3 Professionals involved in integrated working/ workforce reforms:

Two professionals involved in the integrated workforce reforms were interviewed.

1. Regional manager of integrated workforce reforms:

A Regional manager involved in integrated working reforms had this to say about integrated services:

'The children's workforce can learn a lot from health, because there's a lot of crossover between the different professions with health...Physiotherapists work very closely with OTs, who work very closely with nutritionists, and so on. And I think that's definitely what we need to do in children and young people's services.'

When asked about social pedagogy:

'We've got a lot of challenges and cultural barriers to overcome on this kind of journey into 2020, and I think the social pedagogy model will help in that process...If we have people with a more broad range of skills and knowledge, then it opens up the doors to more integrated ways of working.'

However, there was a feeling that professionals might struggle to take on a social pedagogy approach:

'There's already a lack of clarity about people's roles in the workforce and ... there could be a lack of understanding about social pedagogy, which isn't very helpful for the children and young people... It would need to be anglicised if you like. And I do think *(the Government)* would look at making sure it would fit in with the existing systems.'

2. Area manager involved in integrated service reforms:

An integrated service area manager had this to say about integrated services reforms:

'The policy is well-meaning, but actually it is much more difficult to put into practice....It won't be easy for all professions to become completely integrated, as some of the bigger groups have very different languages. And having been an educationalist who's recently been working in social services and also health, I'm amazed at how different the language is. I feel we have to consider what we are trying to bring people towards, rather than trying to make everybody the same.'

When asked about social pedagogy and how it might affect the workforce:

'It's what many professionals have been doing for a good number of years, but it's not had that label on it. So if you go back and look at teachers, good teachers have always customised their lessons to the individual...So I think it has always been there. With some workers it just hasn't had the label on it.'

The term 'social pedagogy' could also cause problems:

'I think (*the terminology*) is a bit pompous, if I'm truthful. And it sounds very educational, and I'm not sure it will catch on as a term. I agree with it as a concept and I agree that we need to promote it, probably more than it is at the moment, but I'm not wholly persuaded with the term itself. Overall, (*the concept*) is superb. I think it's so important that we don't "do" to people but we work "with"'

Summary of main themes concerning social pedagogy from managers of integrated services:

- Social pedagogy may help to blur boundaries between specialisms, which will lead to better integration and communication between professionals. It will lead to a workforce with a more rounded set of skills.
- Social pedagogy is beneficial in that it encourages working 'with' people and not doing 'to' them, but this humanistic approach has always underpinned good practice, without being labelled 'social pedagogy.'
- There is currently a problem with language between professionals, which could hinder integrative working.
- The term 'social pedagogy' could prove to be problematic.
- The Government needs to make sure social pedagogy can be integrated into existing cultural and professional frameworks in the UK.

7.4 Education sector

One professional involved in education was interviewed, a Principal Lecturer of Post Compulsory Education and Training:

'I think the idea of professional people... being able to enter into situations where they can have a professional, open, honest, collaborative and genuine dialogue has to be a good thing. (*However*) I think that term is a little bit problematic and I would say that if policy makers want to help this initiative to happen, then they've got to be very clear about what that means... and make sure that the ideas surrounding this thing are connected to clinical research.'

When asked about how social pedagogy could affect education, the respondent suggested that social pedagogy courses must be clearly thought through:

'One thing that doesn't work and won't ever work is providing people with recipes for doing things; "if you do this, then this will work". But if a social pedagogy course was designed so that it encouraged people to identify and trust and talk to each other about the reality of their practice and about cases that they had encountered, if it allowed them to plan towards an intervention jointly, then that's what the course should be about. I think the course should be very clear on what is meant by pedagogy. And the actual content and experience of the programme should be about creating spaces where professional people can begin to trust each other and share confidence and ideas together and be able to work together to make improvements in that child's life, check whether that improvement has really happened with the child involved, and then evaluate how well they did it.'

It was also indicated that universities would be open to social pedagogy courses:

'I think that *(bringing social pedagogy university courses to the UK)* would be a good way of extending cross departmental work in the faculty and drawing on the strengths that we all have at the moment, and using an opportunity to combine and share. But the big thing is it depends how it's implemented. It could be done awfully and be a massive waste of public money, or it could be done in an absolutely exciting and ground-breaking way. But in principle, I think it's a good idea.'

In terms of social pedagogical courses involving 2 years of concentrating on specialisms:

'I think that the disciplines have more in common than what separates them, and good professionals are professionals who are open to learning from other people.'

Summary of main themes concerning social pedagogy from an education point of view:

- The social pedagogical approach is a positive thing for both children and young people and the workforce as it encourages dialogue and communication between different specialisms, and encourages professionals to be open to learning from other people.

- The terminology is problematic and policy makers need to be very clear about what the term means when implementing the approach.
- Social pedagogy courses should include opportunities for students to share their experience and case studies, work together, gain practical knowledge and evaluate practice.
- The efficacy of social pedagogy needs to be backed up with research.

7.5 Justice and crime prevention sector

One professional involved in youth justice and crime prevention was interviewed, and had this to say about social pedagogy:

'In terms of partnerships and delivery of key services to young people in the field, I think it could only be a positive development. In terms of sectors getting a real understanding and appreciation of what other professionals do and how the services can complement each other and work in a more integrated way, it would certainly fit within the *Every Child Matters*, and *Youth Matters* framework.....I think a lot of professional barriers are breaking down anyway, so any training that can support that will be really positive.'

In terms of possible detriments of social pedagogy in the UK:

'There needs to be more of a clarity on what people are talking about exactly when they say "social pedagogy". It seems as though it's a concept which has evolved and changed in different countries and it's probably still applied slightly differently across different institutions... We need more of an understanding on how it builds upon what we already do in the workforce.'

Summary of main themes concerning social pedagogy from a justice and crime prevention point of view:

- Social pedagogy would be a positive development, encouraging integration of existing services.
- More clarity surrounding the term 'social pedagogy' and the expectations of individual professionals to work within a social pedagogic framework would be desirable
- There needs to be more understanding on how social pedagogy would enhance current practice in the UK.

7.6 The cultural sector

One manager of a cultural service for children and young people was interviewed and indicated how the integrated services reforms have affected their organisation:

'As an organisation, it has affected not so much how we work, but how we present how we work to other people....In order to *(work in partnership)* you need to be able to understand other people's agendas. In terms of the actual delivery of work, a lot of our work is based in consultation, and using that consultation to produce art work or a creative response to something. So the form "arts" generally lend themselves to an open process. So I think if we are doing our job properly, integration should be happening fairly easily.'

When asked about social pedagogy:

'It's a methodology of a social care education based way of working with people. As I interpret it, it's about an open process and a more equitable process. So in that case it definitely should benefit people.'

There could be disadvantages in that:

'Change by its very nature can be extremely problematic.....I imagine there could be issues in terms of delivery. But if explained properly and if people are allowed to apply it to their particular situations, I would hope that it shouldn't be seen as threatening.'

Summary of main themes concerning social pedagogy from a professional involved in the cultural services:

- For integration to happen, the workforce needs to be able to understand the agendas of professionals from other sectors.
- Social pedagogy is a positive idea based on equity and openness.
- Fear of change can cause problems and there could be issues in terms of delivery. However, clarity and adaptation should overcome this.

8. Young people's opinions of social pedagogy

As young people who come into contact with services from any sector will be affected by social pedagogy, as well as possibly undertaking social pedagogy training in the future, a group of five young people who are members of the Regional Youth Work Unit's 'Youth Advisory Board' were consulted about the concept. The young people watched a Power Point presentation about social pedagogy, were given some case study examples, and were then asked to discuss their views on the concept of social pedagogy.

The young people were asked what skills they believe professionals involved in their lives should possess. One young person stated:

'It depends on the professional, because if it's a teacher, then you want them to be more professional than a youth worker. Because although you're still going to be respectful of them, with a teacher, they've got to still teach you something and you have to listen to them. Then again, if you were in care and you needed the professional to be more like a mum or dad to you, then they should be less professional and friendlier. So it kind of depends on the job.'

The young people indicated that they would not be put off by having a less formal relationship with professionals in their lives:

'I would definitely like to know stuff about them (the professionals)... Like if it was a counsellor, and I had to tell them my problems, I'd think, "Well, I don't know anything about them, so why should they know anything about me?"'

This is one of the main principles of social pedagogy, especially in residential care, to build relationships by self-disclosure, in order to make the child or young person feel more at ease. One young person also indicated the need for trust, and that informal relating could help engender this trust:

'It can be hard. If it was a secret that you didn't even want to admit to yourself, then why would you want to tell a stranger? Even if they tell you that what you say is confidential, there is still nothing stopping them, because you don't have that trust built up with them in the first place so how do I know that they're going to keep their word?.....You've got to know us and know how we work, so no-one should judge workers on how informal they are with young people, because it's those workers who really know us.'

Another young person suggested that professionals (especially teachers) should view young people more holistically:

'I think it's important to know that you can approach professionals if you've got a problem and ask for help, especially with teachers. Like if I haven't done my homework one day because I've had a problem at home, I want to be able to tell my teacher that outside of the lesson, and for them to understand that and be able to talk to them about it without having to lie or make up a stupid excuse as to why I haven't done my homework. I want to be able to be honest and for them to be reasonable about it and understand.'

All agreed that professionals should be more focused on the young person rather than 'working from a textbook'.

When asked whether, if all professionals involved with services for children and young people should be trained to degree level, one young person replied that practice was as important as qualifications:

'I don't think people should have to have degrees because I think every young person would rather have someone who's got the actual experience, rather than just a piece of paper saying you've got a degree, because you could then go into a youth club and not have a clue what you're doing.'

When asked whether they thought professionals in different sectors should have different skills, or whether they should share the same basic set of skills while still keeping their own specialisms, the young people stated:

'They should all have a basic set of skills and then separate ones that are relevant to their sector... Otherwise everyone would have the same skills and we wouldn't have those different sectors... They need to be sort of meshed together, but still have those different skills... The skills of being a policeman would be different from the skills you would need if you were a social worker. And they should all be out there gaining experience, instead of sitting at a desk.'

The young people suggested that they thought the social pedagogy courses which are typically used in Europe (e.g. year one dedicated to studying a range of skills and theories relevant to all sectors, then specialising in the last 2 years) would be more beneficial than the current specialist courses in the UK:

'The continental ways definitely sound better if it's helping people to communicate more, and at least then you have the chance to go back and change what specialism you want to do if you'd like...So if you started doing a degree to be a social worker and you changed your mind and decided you wanted to be a youth worker instead, you could go back because you've already got the first year, haven't you?'

Summary of the young people's views:

- The type of skills a professional has should depend on their job, e.g. the skills of a teacher should be different from that of a youth worker, and professionals in social care should be open and friendly.
- Building informal relationships with professionals involved in their lives is important to young people. Social pedagogy seems to foster these positive informal relationships.
- Professionals, especially teachers, should view children and young people in an holistic manner.
- Every professional need not necessarily be degree trained, but they must have practical experience.
- A common basic training for all professionals, with further specialist training, seems like a positive development.

9. Views from the social pedagogy pilot programme

As part of the research, an online questionnaire was sent to a number of professionals involved in the social pedagogy pilot programme, funded by the DCSF.

One of the respondents, in reference to the rationale for the pilot scheme stated:

'(To) see for ourselves whether there is anything from the social pedagogy way of thinking that might be incorporated in to our therapeutic approach (to residential care).'

Another respondent working on the social pedagogy pilot programme, in response to whether social pedagogy can be used in settings other than residential care stated that:

'I believe social pedagogy in the UK would be best suited to provide basic training for foster carers, especially those new to this task.'

An area which was highlighted as being potentially problematic was in relation to changes in training and education. One respondent stated:

'One implication would be to reorient the workforce development to specify that social pedagogy is a primary discipline for direct work with children - not just informing practice and principles - and to make a plan that works towards all workers being degree level trained.'

10. Social Pedagogy and Youth Work

In terms of youth work, Petrie et al (2005) have indicated that until relatively recently, local and national policy in England has been mostly based on clear boundaries between the fields of education, child care and social care. These divisions have been apparent at many levels – conceptual, professional, organisational and in relation to training and education.

However, in recent years, there has been significant reorganisation of responsibility for young people's services and greater emphasis on a person-centred approach and integrated working, with a danger of youth work services becoming less distinct as specialisms begin to merge. Recent developments in social pedagogy and the view of a 'generic worker' have led to a consensus between professionals surrounding how certain specialisms will be handled, and particularly in terms of youth work - whether the distinctive notion of the 'youth worker' will remain.

Youth organisations have also argued that some community and voluntary groups could possibly see the social pedagogy framework being applied strongly to the advantage of statutory services, leaving smaller organisations behind. Others believe that adopting a more social pedagogical approach should not be challenging for the professional groups currently working with young people, and may even work to standardise and define the different roles. The Central London Connexions Partnership (2005) has drawn parallels between social pedagogy and the role of the Connexions Personal Adviser. Similarly, Cruddas (2005) argues that the learning mentor role, typically found in youth work, has close occupational links with the European tradition of social pedagogy.

In terms of current policy, the *Youth Matters* Green Paper argues that many local teenagers are effectively excluded from provision, and that too many youth services offer a poor service. *Youth Matters* also levels the following criticisms at the current system in England:

- Services do not always meet the needs of individual young people;
- The various organisations providing services and help for young people

do not work together as effectively or imaginatively as they should, with the result that money and effort is wasted;

- Not enough is being done to prevent young people from drifting into a life of poverty or crime;
- Services are failing to exploit the full potential of the internet, mobile phones and other new technologies; and
- Teenagers and their parents do not have enough say in what is provided.

The government proposes that an 'offer' should be made to all young people, mainly based around activities – especially sports and other organized 'positive' pursuits. The 'youth offer' proposed in *Youth Matters* involves a new duty laid upon local authorities to meet certain national standards around 'positive activities' for young people. These include:

- Access to two hours per week of sporting activity;
- Access to two hours per week of other constructive activities in clubs, youth groups and classes;
- Opportunities to make a positive contribution to their community through volunteering;
- A wide range of other recreational, cultural, sporting and enriching experiences; and
- A range of safe and enjoyable places in which to spend time.

The social pedagogy concept involves more focus on children and young people engaging in creative activities and pedagogues are encouraged to have skills in things like playing a musical instrument, painting, etc, which are used with the child or young person. This is evidence that youth work is relevant to social pedagogy, as it encourages informal, practical activities.

Another common factor between social pedagogy and youth work is a shared focus on skills and relationships with young people, as opposed to legislation and assessment. *Youth Matters* describes how many of the future aims of services are in fact directly related to the influence of social pedagogy:

'Local partners will need to agree the right balance between targeted and universal support and make clear the distinctive roles for each of the professions and services engaging with and supporting young people. In the future, the focus should be on skills and competencies needed to deliver services for young people, rather than on organisational and employment structures that have led to a proliferation of new, specific roles in response to individual initiatives....Within this remodelling, we anticipate a new and a reinvigorated role for youth workers.'

Youth Matters indicates that the skills of the workforce need to be brought closer together and the barriers that can frustrate workers in the current system need to be removed:

'We are committed to developing more coherent, attractive career pathways for everyone working with children and young people. These pathways will be based on a new single qualifications framework for the children's workforce, underpinned by a common core of skills and knowledge, as set out in the Children's Workforce Strategy.'

There will be considerable overlap with elements of the youth worker role currently envisaged within the Lifelong Learning Sector Skills Council and the new Sector Skills Council for children's services. *Youth Matters* states that this new Sector Skills Council:

'Will lead in the development of a common core of skills, knowledge and competence for all who work with children, young people and families, and a complementary set of qualifications.'

These developments could ensure that youth work stays an important, integrative part of services for children and young people (DfES 2004).

We interviewed in total 7 professionals who are either currently involved in youth work or have youth work experience along with an understanding of social pedagogy. The main points from each interview can be found below.

10.1 Opinions of social pedagogy from youth work professionals

1. Youth service manager with a background in youth work

A youth service manager had this to say about skills needed for integrated services:

'The common core skills are useful, but I would add on to that some really basic stuff about making relationships with young people and more emphasis on developmental work with young people, because I think there's a danger that the common core is too focused on care and assessment.'

When asked about social pedagogy:

'I think people find the language a bit difficult. It's not an easy set of words to get your head around... For me, the principles of social pedagogy are quite similar to the principles of youth work....I think what we need to be careful about *(with social pedagogy)* is that the pilots don't then be seen as "oh that's something that social care does" and the rest of us don't need to worry about it. I think it *(social pedagogy)* could really help us as a uniting factor. And I think it could really help actually in making our workforce more creative and responsive to young people and their own needs and aspirations.'

The respondent suggested that social pedagogy would need to fit into existing structures in the UK:

'We'd need to make sure that it fitted with some of our own structures...It's not about imposing social pedagogy on structures that we've got already.'

Social pedagogy was also viewed as being problematic, as professionals are not getting the opportunity to experience what it would mean, either in theory or in practice:

'At the moment it's happening just in pilot projects, and we need to do more to spread it out, I think. It hasn't been talked about much in things like *Children and Young People Now*.'

The youth service manager then stated that although, if social pedagogy courses were brought to the UK, they would create the potential for an integrated qualifications framework:

'Once it's there, it has the potential to make it much easier for people to do things like a course in youth work, which is actually pedagogy based. But then later in your career you want to move into social care or something, you wouldn't have to start at the bottom again with qualifications, because you could say "Well, I've done all the social pedagogy side to it, so really all I need is training in social care settings"'

Overall, social pedagogy was seen as a positive development within youth work, although some youth workers might resist the approach:

'I think it would probably be a good thing for youth work, because I think there is a lot of similarity between the theory of social pedagogy and the theories that we have around informal education, young people's voice and influence and engagement and so on. So I think it has the potential to make youth workers, especially those at lower level qualifications, think about what they're doing in pedagogical terms.... I think youth workers could be a bit resistant to it, though - in the sense that it will sound a bit pompous and everyone has some degree of resistance to change. But I think we should try and overcome that and explore it.'

2. Youth Development Officer:

A youth development officer believed that social pedagogy might not fit in with youth work's existing set of principles, and that the financial incentives for change might not be available to the UK workforce:

'To bring over that system of thinking would mean re-training people in a whole different form of thinking.....In Britain there isn't the same... investment... as there is in European countries and there aren't the pay skills to be able to attract that level of professionalism in all of the children and young people's workforce. And that's where the whole idea almost falls on its head.'

It was also indicated that a year of general study undertaken in social pedagogy courses might be detrimental to youth work as a profession:

'I sometimes worry that three years isn't enough to get youth workers to know what they need to know to be able to do the job....I just don't know that the whole approach, ethos, and what makes youth work work, won't be lost.'

The youth development officer also stated that generalising the workforce could cause issues:

‘What you’re possibly going to end up with are people in the workforce who are just ‘alright’ at everything instead of people who are really good at something.... That’s what I like about informal education in youth work now. It’s fluid. It works... We need to be careful about implementing frameworks over things that already work. What we need is more significant investment in children and young people’s services, not a new “philosophy,” if you like.’

3. A manager at Connexions with a background in youth work:

The professional involved in Connexions believed that social pedagogy can benefit the UK workforce massively, but that people might be wary of the concept:

‘When Connexions was set up, partnership agencies were a little bit wary thinking that Connexions was going to take over them. They didn’t understand the social pedagogy element, that Connexions was supposed to work in partnerships so that everyone was equal and worked towards the benefit of the young people. And I think a lot of agencies became a little bit threatened by that. And I think that’s part of the way we are in Britain. We are a little bit protective of our own organisations and issues and we struggle to share information.’

It was also believed that changes in education and training could only be beneficial, both to organisations and young people:

‘Every organisation has an element of training and good practice that can be shared and understood by other organisationsIn terms of young people being influential on what happens to them not just having things done to them, it will be a really positive thing.... (In a social pedagogy framework) young people are far more influential in services. And that can only improve services for them, because they are the only ones who know what services they need, want and will use.’

4. Principal youth officer:

The principal youth officer surveyed believed that more evidence as to the efficacy of social pedagogy would be beneficial:

‘There are a whole range of areas covering children and young people’s development that we want to be contributing to better outcomes...It’s only in the practical context that theory and concepts can be tested out and worked through.’

It was suggested that all professionals need a skills base, but there is a danger that social pedagogy could lead to every professional simply becoming generalists:

‘You need to have a general skills base...But then... there is a danger that robustness can be diluted to a point that it starts to become ineffective, and the generalist pendulum can go too far the other way.... It’s identifying roles and skills which are common to all professions but add to those the specialisms as well, to enable people to be robust and deliver the areas they are expert in.’

The principal youth officer then stated that new education and training should not be imposed upon professionals in youth work settings:

‘If this happens, there is a consequence that it won’t work. People are more likely to go along with something if it has been explained well and they are completely clear on why it’s happening. So it’s about processes as well as content.’

It was believed that implementing a new approach such as that of social pedagogy will not be easy:

‘The differences between us and European countries are huge, if you look at things like structural delivery, cultural differences, etc. ...If it was that simple to implement in England, someone would have done it by now....But that doesn’t mean we can’t review, learn and use self-improvement to improve our youth services...I don’t think the structures and emphasis on personal development are different, (but) the safeguarding is not as strong in European countries as it is over here.’

Nonetheless, the principal youth officer would be open to social pedagogy if there was evidence that it could be assimilated into the UK:

'In terms of social pedagogy, it depends on what's brought over, what it looks like, and what its value is. I would definitely be open to this, if I can see theoretical evidence...The only way social pedagogy could hurt young people is if it's done for the wrong reasons.'

5. Manager of integrated services with background in youth work:

A manager of integrated services stated that since youth work is difficult to define, there is a chance it could get lost in social pedagogy:

'Youth work particularly has a bit of a challenge in terms of defining itself. And because it's never really had a sort of curriculum, youth work can take a bit of explaining when people don't know what it is. And I think because of that lack of clarity around youth work, that could be a danger. Because if it isn't clear about what it is itself, then how does it expect other people to be clear about it, and how does it defend itself?'

6. Area manager of integrated services with experience in youth work:

An integrated services manager indicated that social pedagogy already exists in youth work:

'Good youth workers have always put the young person at the centre of their work....They have the young people helping in terms of planning. They give them choices. They try not to bring their own prejudices into their work.... Good youth work is based on social pedagogy.'

7. Learning and development consultant with a background in youth work:

When asked how social pedagogy might affect youth work:

'It is important for people in youth work to be aware of the social pedagogy concept because from all the various professions we have...youth work is probably closest to social pedagogy... So it could affect youth work in many ways. If counties in England take this joint social pedagogical training on board, then it would obviously wipe out the generic youth work training, because we would put

everyone in this joint course and then people would specialise...What you will potentially see is a much more mixed bag of youth workers as a community of professionals.'

Youth work and social pedagogy were seen as similar in a number of ways, but also dissimilar in terms of training and theoretical frameworks:

'Youth workers don't usually come with that background knowledge on academic subjects like sociology, politics. And I think that might be quite useful for youth workers to have a better understanding of things like legislation, psychology, sociology, child development...They are working usually on a voluntary basis with young people, and trying to support young people in their own way and in their own right. So lots of things which you would find in a social pedagogy curriculum, youth workers would probably say, "Yes, that's very familiar to me"'

It was also suggested that social pedagogy will change the age range youth workers commonly work with:

'In the UK, traditionally youth work is seen as working with teenagers, whereas youth work in continental countries will say that they start much earlier. They start with ten year olds, even, possibly down to eight years old, and take them into what is seen as generic youth work. So that requires a slightly different skill set, and maybe it will attract a different group of people. I suppose if you have a wider remit of youth work, you will potentially attract a different group of people, but that's totally subjective. This particular, very clearly defined youth work in the UK attracts a certain group of people. If you look at our statistics, we have loads of youth workers over the age of 35, so you have a fairly older age range of youth workers working with teenagers, and you struggle to get the younger age range, the early- to mid-twenties. You also have more females than males. In terms of academic ability, you have a lot of people with no or very low GCSEs, so youth work is pretty much a profession where people can enter as a volunteer and gradually work their way up. And that might slightly change when you set it up in a different way, and recognise that we have a foundation degree and access to that.'

11. Discussion

Current opinion on social pedagogy was elicited from a cross-section of professionals as well as young people, although professionals from the health sector were unavailable for interview. Of the professionals who took part, 29 completed an online survey questionnaire and 16 agreed to be interviewed.

- 27% of professionals who completed the questionnaire were from the voluntary youth sector and 21% worked in local authority children's services.
- 73% of professionals who took part in the survey agreed that they were in some way aware of the integrated service reforms as proposed by *Every Child Matters* and work towards these in their organisation.
- All interviewees agreed that they are currently or are working towards being an integrated service.
- 61% were strongly or vaguely aware of the *Children's Workforce Strategy* document.
- 44% agreed the professionals in their organisation had the skills necessary for multi-disciplinary working. When asked what skills were needed for a 'world class workforce', responses included: listening to children and young people, partnership and multi-disciplinary working, a fully trained workforce, more communication and increased participation.
- Only 25% agreed that it will be easy for the workforce to unite around a 'common purpose, language and identity'.
- All professionals who took part in the interviews were either aware or vaguely aware of social pedagogy, along with 44% of the professionals who completed the questionnaire. 29% were unaware and 27% gave no answer.
- 46% of professionals who completed the questionnaire believed that social pedagogy would benefit the children and young people's workforce.
- 88% believed that changes in education and training would be beneficial.

It should, however, be noted that the survey questionnaire and interviews are unrepresentative of all professionals across the children and young people's workforce, as only a small number took part. The low response rate to the questionnaire (4%) suggests that the questionnaire might not have been the ideal research tool. The questionnaire presupposed some awareness of social pedagogy, which may have deterred some professionals from answering it. Possibly, focus groups, such as that facilitated with the young people, would have been a more productive means of eliciting professionals' views on social pedagogy.

Most of the professionals surveyed viewed themselves as working integrative to other organisations or services, although some suggested that integration is not easy to achieve. Social pedagogy was mostly seen to be a positive approach and some professionals stated that social pedagogy has always been present in good practice in

the UK, without actually being labelled as 'social pedagogy'. Professionals from various sectors suggested that social pedagogy could:

- Encourage professionals not to compartmentalise certain aspects children or young people's lives.
- Provide a more person-centred approach
- Encourage professionals to focus on the views of the child or young person
- Bring the workforce closer together
- Encourage professionals to take all aspects of a child's life into account.

The emphasis on communication and dialogue between professionals was an important positive potential of social pedagogy. A number of professionals surveyed felt that there is not enough information sharing within the workforce at the current time. More practical training throughout university courses would be helpful, but in terms of social pedagogy courses, many indicated that what is taught needs to be consistent across the UK. The social pedagogy approach needs to be clear and well thought out, as otherwise it will not work. It was indicated that there is no reason why the social pedagogy approach could not be assimilated into children and young people's services in the UK, as long as cultural differences and differences in safeguarding etc were taken into account.

However, there were some negative views. A number of professionals indicated that there was a danger of social pedagogy being too idealistic, and the terminology could cause problems. 'Social pedagogy' is difficult to understand and pronounce, and often means slightly different things in different countries. A professional in the education sector pointed out that pedagogy is a term widely used in education and means 'to teach the child'. 'Social' pedagogy, however, means something quite different, and focuses on intervention with people of all ages, and does not dictate as teaching does. *The Radisson Report* (2001) states that in order to avoid the unhelpful connotations of social pedagogy, the term 'social education' could be used instead (Lane 2008). However, 'social education' is well established as a term meaning the teaching in schools, or the teaching of social skills to people with learning difficulties. To bring in another meaning of the term 'social education' might cause more confusion. Many professionals would like to see more clarity surrounding the term, and more clarity as to expectation of professionals working according to its principles.

Many professionals stated that they would like to see a 'model' of social pedagogy, as it is unclear how social pedagogy will be implemented in the UK. However, according to people involved in the current social pedagogy schemes there is no 'model' of social pedagogy. Thus it is impossible to say that the UK would use a 'German' social pedagogy model or a 'Danish' model, as there is no clearly defined consensus as to what these models are. It is social pedagogy in general and the principles underpinning it which would be assimilated to England, and which are currently being used in some English residential care.

It was assumed by some that social pedagogy is composed of one type of worker or one form of knowledge. However, both in training and in practice, specialisms are not abandoned. There is merely a more of a focus on other aspects of children's and young people's needs. Thus different knowledge bases are encouraged, while common understanding between professionals is enhanced.

The young people interviewed were generally enthusiastic about social pedagogy concepts and training, and believed that social pedagogy could potentially improve the services with which they are involved. The young people suggested that social pedagogy could be applied particularly in the training of teachers, since these are the professionals with whom they have most contact. There are currently questions being raised concerning the extent to which social pedagogy can be used in school settings. Pedagogy is, of course, predominant in schools, as it involves teaching and education. However, pedagogy of the social sort seems to have been overlooked in these settings, or at least, no pilot schemes are being tested out in schools within the UK at the current time.

Kyriacou (2009) states that in the context of schools, social pedagogy can be characterised as taking an integrated view of the needs of the whole child in terms of five key dimensions: care and welfare, inclusion, socialisation, academic support, and social education. These integrated working practices have an impact on how teachers are expected to deal with the needs of pupils identified as giving cause for concern; although whether or not these changes in practice will lead to a widespread employment of social pedagogy remains to be seen. Children and young people would possibly benefit if teaching included more aspects of social pedagogy, in order to help merge education, public health and social intervention. However, it could be argued that teachers primarily have an academic influence on the child or young person, and that it is too much to expect schools to help fill in the gaps in children's development, as these obligations distract from traditional pedagogy and could put things like performance targets at risk (The Observer, 2009).

A number of professionals interviewed currently work in the youth work sector, or have experience of youth work. The majority of these interviewees agreed that:

- Good youth work is actually, and has always been, social pedagogy-based and any good youth work practice has always involved social pedagogical principles. Greater emphasis, therefore, on social pedagogy could improve youth work services.
- Social pedagogy can provide a good base for building specialisms, provide a sound foundation of knowledge, and can potentially add value to youth work, which sometimes is not valued as highly as other specialisms.
- Structures and emphasis on personal development between youth work and social pedagogy are the same.
- It is a positive thing that social pedagogy is now being recognised and enhanced.
- Improved youth work training would enhance the status of the youth work profession.
- Putting the young person at the centre of the work and letting them 'do rather than being done to' promotes participation, which is essential in youth work.
- Services in Britain often struggle to share information, so something which unites sectors is a positive thing. Youth work and all organisations would benefit from shared practice.
- Youth work professionals need more information and understanding about what social pedagogy may mean in the UK.

These findings echo the views expressed in an internal report paper for the DFES in 2007, which stated that the role of the social pedagogue is sufficiently broad-based enough to sit comfortably with all professions. The report stated that the principles of youth work and social pedagogy broadly overlap and that:

'Any good youth work in the sense of being community based, centred on voluntary engagement, association and relationship, starting where young people are, informed choice, etc is consistent with a social pedagogical approach. Much youth work training also has a strong focus on enabling practitioners to critically reflect on their practice, and on developing skills in relating to and communicating with young people. Youth workers promote the personal, educational and social development of young people and may also work with young people with learning difficulties up to the age of 25. They aim to engage young people, redress inequalities, value opinions, and empower individuals to take action on issues affecting their lives, including health, education, unemployment and the environment, and by developing positive skills and attitudes. Such are the principles of social pedagogy.'

Nevertheless, some youth work professionals perceived a social pedagogical approach as problematic, difficult to implement, and potentially deleterious to the 'youth worker' professional role. The fact that most youth work professionals interviewed had an issue with the actual term 'social pedagogy' indicates how it could prove to be a barrier to implementation and acceptance.

Kornbeck (2002) has also stated that there are difficulties in introducing social pedagogy to the youth workforce in England due to lack of familiarity with the language of social pedagogy. Professionals have different interpretations of what social pedagogy means. However, a hesitant attitude towards social pedagogy has been shown to be an issue with other professions – not just youth work. It is therefore imperative that the Government presents a clear plan of how social pedagogy will be implemented, to prevent different interpretations affecting the introduction of the concept.

Social pedagogy is not a new concept and has been widely used in Europe, but it is only now being discussed more in the UK. This could be because professionals are reluctant to embrace concepts and practices which they perceive as unfamiliar or foreign. Professionals may resist change if they perceive it as a threat or become overwhelmed by it (Schuler, 2003). There is also a danger that 'pedagogization' or 'schooling' of everyday life could occur if professionals do not fully understand the principles of social pedagogy, which could be detrimental to children and young people as it blurs the differences between informal education and formal education and pedagogues begin to teach or impose on the people they work with rather than guiding them to make their own decisions and life choices (Street, 1995).

At this time, it is too early to say whether the pilot programme is actually improving residential services, which could cause more hesitation from professionals. However, most of the professionals surveyed here felt that if policy makers can demonstrate the efficacy of social pedagogy and provide theoretical evidence that it can be assimilated to the UK, via the DCSF's pilot programme, etc, then they would be open to it.

Professionals involved in the social pedagogy pilot programme, funded by the DCSF were surveyed, they believed that social pedagogy is a positive development and will benefit services to children and young people, although some believed that an area which could be potentially disruptive is changes to education and training, as it suggests a reorientation of workforce development to specify that social pedagogy is a primary discipline for direct work with children - not just informing practice and principles.

In terms of youth work professionals opinions of changes in education and training brought on by social pedagogy, most youth work professionals believed that having a basis of knowledge and skills would build consistency into the workforce, therefore improving quality. Training in social pedagogy could improve the recognition and status of youth work as a profession. Youth work professionals recognised that integration was inevitable, but they did not wish the youth work specialism to lose its specific identity.

Social pedagogy training is quite closely linked with the very recent developments currently being implemented by the CWDC via a new Integrated Services Framework (ISF), which will launch in April 2010. By providing a practical guide to sector-approved qualifications for those working with children and young people, the ISF plays a key role in achieving a more integrated workforce and aims to help workers develop their skills, and improve their ability to move from one job to another. The DCSF also aims to have every professional in the workforce trained to have a Level 3 diploma. Although these developments do not build on a social pedagogy concept, in that they do not focus on initial basic training before specialising, the frameworks do however encourage accreditation of skills without having to repeat learning, and emphasise greater levels of training in working towards a 'world class workforce'.

The professionals believed that the problem of youth workers resisting social pedagogy would become reduced over time. If a social pedagogical approach is increasingly emphasised, then new youth workers would be using the approach from the outset of their training, and hesitant workers would start to become marginalised. This was viewed as a positive development. Many other professionals believe that that social pedagogy is already practised in their settings. They felt that social pedagogy was about improving what works, and giving recognition to what is often undervalued. Social pedagogy was quite similar to approaches that are already widely used in the UK, and builds on similar notions. Thus it is familiar to many professionals. Most believe that any concept which aims to improve services will most likely be a positive thing.

The professionals and young people surveyed in this study are mostly based in the North East of England. Their views might not be representative of professionals and young people nationwide.

12. Conclusions

Social pedagogy was largely viewed as a positive development for the children and young people's workforce. Recent Government papers and pilot studies suggest that the introduction of social pedagogy into children's and young people's services in the UK is already happening, and that this is a process that is likely to continue. The positive potentials of social pedagogy could be to:

- Facilitate the integration of services
- Widening professionals' knowledge bases
- Encourage professionals to take all aspects of a child or young person's life into account
- Improve the quality of informal relationships between professionals and young people
- Encourage a wider range of people entering youth work as a profession
- Encouraging shared practice between professionals
- Encourage earlier intervention
- Enhance career flexibility for professionals
- Improve & standardise training for professionals across a range of sectors
- Improve the level, quality and status of youth work training
- Enhance the status of youth work as a profession

The potential drawbacks of introducing social pedagogy into the UK included views that social pedagogy might:

- Be too idealistic
- Not understood
- Not be effective in the UK
- Not be a suitable approach for all professionals who work with children and young people
- Not be understood by professionals, either on a theoretical or a practical level
- Be inconsistent in terms of training, theory and practice throughout the UK
- Be underfunded in its implementation
- Cause the dilution of individual specialisms
- Be imposed inappropriately on professionals, without adequate forethought or consultation
- Fail to be implemented because of workforce resistance
- Not be embraced in the UK if cultural difference between the UK and other countries was not taken into account.

In summary, social pedagogy is regarded as a potentially beneficial approach, although there is clearly much uncertainty as to what social pedagogy means, and what the effect of its widespread implementation might be. The children and young people's workforce will need extensive training and education in social pedagogy if they are to embrace its principles and practices.

13. Recommendations

- Awareness of social pedagogy theory and practice needs to be raised through the children and young people's workforce.
- Social pedagogy's efficacy has not yet been proved in the UK, and the implementation of social pedagogy therefore needs to be explored in further pilot studies, throughout a range of services to children and young people.
- Research into use of social pedagogy in schools is especially important, since all children and young people come into contact with teachers
- Now that social pedagogy BAs and MAs, as well as social pedagogy modules within other degree courses, are already being offered by several UK universities, the content and delivery of these courses needs to be reviewed, to ensure consistent training .
- The Government needs to provide adequate funding for the training of professionals in social pedagogy in both the statutory and voluntary sectors.
- Professionals and young people in the North East have a broadly positive view of the potential of social pedagogy. Further studies need to be undertaken in other areas of the UK.

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15. Appendices

Appendix 1

Social Pedagogy Interview questions for professionals in the workforce:

The Regional Youth Work Unit is currently undertaking research into social pedagogy, and aims to explore the possible implications of social pedagogy in relation to youth work practice. This is an opportunity for you to express your views on social pedagogy and integrated services. Your views will be used objectively and anything you say will be totally anonymous and confidential. All data will be treated in accordance with the Data Protection Act.

1. What is your job title?
2. Do you work Integratively with other children and young people's services?
3. What skills do you think are necessary for multi-disciplinary working and do you believe that these skills already apply to your organisation?
4. The children's workforce strategy mentions Social Pedagogy as part of integrated working. How aware are you of what social pedagogy is and can you give a description?
5. How do you think social pedagogy could affect your organisation?
6. Do you think social pedagogy will have many advantages for the workforce?
7. Do you think bringing social pedagogy to England will benefit children and young people in England?
8. What do you think would be the possible disadvantages of introducing social pedagogy to England?
9. What are your views on changes in education and training?
10. And would you welcome a change to current services?
11. Do you think overall that social pedagogy is generally a positive thing or a negative thing for the children and young people's workforce?

Appendix 2

Questions used in the online social pedagogy survey for professionals in the workforce:

The Regional Youth Work Unit North East is currently undertaking research into 'social pedagogy' in order to gain a better understanding of the concept, find out how professionals from children and young people's settings believe it may affect their organisations or services, and explore the possible implications of social pedagogy in relation to youth work practice. The research will be used in a report by the Unit and also for a regional seminar. This questionnaire will be helpful in analysing the number of professionals involved in children and young people's services who are familiar with the term 'social pedagogy'. Your input will be completely confidential and your participation in this survey is entirely voluntary. Please simply tick the box which most applies to you next to each statement.

Could you please indicate your job title/description in the box below:

- ☐ Adventure Play Manager
- ☐ Children and Young People Partnership Officer
- ☐ Children's Participation Officer
- ☐ Coordinator of Cadets & Youth
- ☐ Development Coordinator
- ☐ Extended Services Coordinator
- ☐ FIP Manager
- ☐ Freelance Consultant
- ☐ Green Exercise Project Officer
- ☐ Head of Policy & Performance
- ☐ Integrated Service Area Manager
- ☐ LGBT Youth Development Worker
- ☐ North East Regional Director
- ☐ Participation Officer
- ☐ Peer Education Coordinator
- ☐ Regional Participation Officer
- ☐ Senior IYSS manager
- ☐ Senior Manager Connexions
- ☐ Senior youth development officer
- ☐ Voluntary Sector
- ☐ Workforce Development
- ☐ Young people's Involvement Coordinator
- ☐ Youth Volunteer Development Manager
- ☐ Youth Volunteer Worker

1. What do you think are the skills people will need to reach the governments idea of a 'world class workforce'?
2. Do you believe you organization currently has the skills needed for multi-disciplinary working?
3. If you answered 'No' could you please indicate which types of training you think would enable this:
4. If you are familiar with the term social pedagogy, can you please give a description of what you believe it to mean?
5. Do you think that changing education and training for professionals in children and young people's services would be a good thing for the workforce?
6. Do you think your colleagues would welcome a change to children and young people's services such as that of social pedagogy?
7. Do you think social pedagogy would benefit children and young people in England?

Appendix 3

Questions used in the online social pedagogy survey for professionals involved in the pilot schemes:

The Regional Youth Work Unit is currently undertaking research into social pedagogy, and aims to understand more about social pedagogy, and explore the possible implications of social pedagogy in relation to youth work practice. It would be extremely helpful if you could tell us a bit more about the DCSF's pilot schemes by completing this short questionnaire. Your views will be totally anonymous and confidential.

1. Can you give a description of what social pedagogy is?
2. How did your residential services initially become involved with the DCSF's pilot schemes?
3. What sort of training is given to the social pedagogues?
4. Who provides the training to the pedagogues?
5. What are the objectives of using social pedagogy in residential care?
6. How do pedagogues support the child holistically? Can you give some examples?
7. How do you think it could be implemented in other settings not just residential care?
8. Has the way social pedagogy is carried out in Europe been changed to make it more applicable to English residential care?
9. How has it benefitted the children and young people you work with?
10. Do you think there are any disadvantages of bringing social pedagogy to England?
11. Do you think there might be implications of bringing in pedagogic training to the children and young people's workforce and to university courses?

Appendix 4

Interview questions given to young people from the 'Youth Advisory Board'.

The young people watched a power point presentation on social pedagogy, were given some case study examples, and asked to discuss what they thought about it, they were then asked these questions:

1. What skills do you think that professionals in your life should have?
2. If you had a professional who was asking you questions about yourself trying to find things out about you, do you think you'd be a bit put off by that or would you be quite open to it, or would you like to know things about them as well?
3. I'll use youth work as an example here because obviously you have all come into contact with a youth worker, what personal attributes would you want any of the youth workers you come into contact with have, how do you want them to treat you?
4. Do you think professionals should be more focused on the young person and their lives rather than sort of 'working from a textbook'?
5. Do you think that if every worker involved with services for children and young people was trained to degree level it would be better for all of you? So for example you have youth workers who are working with young people who are currently training to get their degree but who don't have it yet, what do you think about that?
6. Do you think professionals need to have plenty of experience before they work with children and young people?
7. Do you think there should be different skills for different sectors? So do you think social workers, youth workers, early years, teachers, etc, should all have the same skills or a separate set of skills?
8. Do you think the continental European way approaches to working would be better for the workforce, or do you think the current approach to working in the UK is the way forward?

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