

The concept of socio-educational intervention in social pedagogy, community development, and services

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ABSTRACT Social pedagogy is a holistic approach to experiential learning, focusing on interaction, joint activities, and relationships. Social pedagogy offers paradigms for informal and non-formal educators, focusing on education for sociality. Pedagogy involves learning, teaching, and development influenced by cultural values. It differs from informal education and community learning and development. Recognizing the significance of informal education, group work, and community organization and development as practices informs social pedagogy. The current social and economic instability has exposed large pockets of disadvantaged or socially excluded people. Social policies have not effectively integrated these individuals. Community education, a pedagogical intervention, aims to improve the quality of life and well-being, particularly for those in social exclusion, and promote social cohesion. This is achieved through increased participation, empowerment, co-responsibility, and social awareness.

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1. INTRODUCTION

Social pedagogy offers a theoretical and methodological approach for diverse individuals. The welfare state crisis highlights the administration's inability to address social issues caused by individualization and neoliberal policies. Certain social strata's rights and privileges are lost, making them invisible in policies. Understanding these issues requires a deep understanding of the country's history. Economic, historical, and political changes have impacted socio-educational work, affecting vulnerable groups and marginalizing existing social strata. The current crisis requires reviving inactive elements like community work for effective incorporation. This article analyzes social exclusion processes and proposes a socio-educational intervention model to improve quality of life, subjective well-being, and community cohesion. It presents objectives and methodologies for implementation.

1.1 Social exclusion and new educational forms address precariousness, instability, and fragility in individuals

World War II marked the beginning of the 'Golden Age' of the welfare state, with moral reconstruction policies and programs aimed at addressing poverty and social exclusion in a broken society. Activate equality, solidarity, and universality principles in social programs for citizens' needs (González, 2002). Social exclusion causes instability, fragility, and lack of support for certain individuals (Subirats, 2004). These processes can arrive in their most pronounced form, as (Castel, 1990) defined. Marginalization refers to a complete withdrawal from work, social participa-

tion, and power, preventing individuals from advancing independently (Hills et al, 2002; Subirats, 2004). Traditional social assistance beneficiaries are no longer relevant due to increasing segregation and economic factors affecting the overall social order (González, 2002). Multiple effects of social isolation require help from other social agents to initiate social inclusion processes (Subirats, 2004; Hills et al, 2002). Individuals who defend rights view excluded populations as threats, putting progress in crises at risk (Garland, 2005).

Policies Increase that do not show willingness for change, and the administration itself, under the will to defend the rights of those included, establishes exclusionary strategies. Recently, the restriction on the health card, the Internment Centers for Emigrants, the cut to help for dependency, etc., are clear examples of these policies. New ways of protecting society have also accompanied this change in conception. The risk society and the primacy of security citizenship have appeared in penal policies and, therefore, in the processes of exclusion. The excluded person is considered an individual with the will to exclude himself and the capacity to attempt against the benefits of those who are part of the included society (Hills et al, 2002). Exclusion denial impacts social, political, and economic rights, affecting citizens' well-being.

1.2 Social Pedagogy Community-Social Incorporation

Community Social Pedagogy is a socio-educational intervention model aimed at improving quality of life and subjective well-being while promoting social cohesion among

community agents. It seeks empowerment and participation, promotes co-responsibility throughout the educational process, and enables higher social reinsertion quotas. This approach develops action awareness and prevention in the community.

1.3 Empowerment drives change in social incorporation and quality of life, considering objective and subjective dimensions in development

Governments and societies prioritize improving people's quality of life, with differing conceptions across scientific disciplines, leading to disagreements between experts (Casas, 1996). The quality of life is a complex function of material and psychosocial environments, addressing social exclusion and promoting democratic, participatory, and human rights policies (Casas, 1996). The concept of subjective well-being acknowledges two dimensions in human development: objective and subjective. Objective indicators include material goods and basic services, while subjective well-being refers to one's life and context assessments. Both dimensions contribute relevant information to quality of life (Matijasevic et al., 2010). Understanding subjective well-being is crucial for educational interventions, as it impacts life chances, events, and emotional experiences (Blanco & Díaz, 2005). The cognitive component measures satisfaction in life, contrasting aspirations and achievements with self-realization; the affective component relates to happiness through feelings, emotions, and moods (García, 2002).

The quality of life perspective in social policies and intervention may be uncomfortable for professionals, as it values user opinions and considers participation in processes. This perspective requires interdisciplinary and comprehensive work, requiring significant advances in professional practice. It focuses on improving the systematic and continuous quality of life for individuals and communities, empowering individuals and communities.

Empowerment refers to gaining control and power over individuals, organizations, and communities, impacting decision-making, organizational functioning, and community life quality. It is a valid orientation for working with communities and people (Zimmerman, 2000). Empowerment starts with individual and organizational growth (Zimmerman, 2000). It's based on the methodology of the Empowerment Institute (Gershon & Straub, 1989), which understands empowerment as the expansion of personal capacity to create positive behavior change through direct work with personal visions and goals (Hess & Straub, 2011). Empowerment is crucial for successful reinsertion, especially for vulnerable individuals, by strengthening identity and transforming context (Labonte, 1994). Organizational empowerment involves creating structures to motivate participation and enhance effectiveness, while community empowerment involves collective actions to improve local living conditions and connections between organizations and agencies. Competent communities possess skills, desires, and resources for life-enhancing activities (Zimmerman, 2000).

1.4 Incorporation and social cohesion are crucial for ensuring equal opportunities

Society requires minimum social agreements, but identifying which sectors contribute to elaborating these morals

is crucial (Solé, 2011). The unequal distribution of authority among groups and social classes leads to subculture conflicts and hinders social cohesion, promoting unity, belonging, and equity in a legitimately recognized context (Morata, 2009). Social cohesion ensures equal resource access and combats exclusion. Promoting social cohesion involves implementing prevention and care strategies for vulnerable groups, collaborating with agents, and evaluating exclusion. Planning and evaluating knowledge transfer influence inclusion policies.

Promote social cohesion and subjective well-being through the pedagogical model with three priority objectives.

1.4.1 Participation and citizenship construction are crucial for combating exclusion

Social participation is crucial for sustainable human development and public policies, influencing social inclusion and combating exclusion (Subirats, 2004). Social participation is a fundamental citizenship right influencing public policies and affecting vulnerable groups, especially in risk or social exclusion cases. It is essential for personal development and addressing social exclusion (Pastor, 2004). Social participation fosters citizenship models, cultural integration, and coexistence by generating spaces and strengthening integration between diverse cultures, origins, and religions (Romero, 2002). The Community Social Pedagogy considers and promotes this participation model, understood as a process, not a static reality that requires learning (Gaitán, 2003). To foster participatory skills and abilities, contexts, structures, and educational climates must be established and designed in the medium and long term. Short-termism generates specific actions without effective effects. Valuing the process over the result is crucial, as it transfers the benefits of social participation over time (Romero, 2002). Participation is essential for empowerment and development of human and social justice. It must be relevant, meaningful, viable, and practical, linking all agents and synchronizing roles. Educational approaches for social incorporation require creating significant participation spaces and empowering invisible sectors. Participation is a personal goal and means for society's progress (Pastor, 2006). Community Social Pedagogy promotes participatory processes, influencing administrations, public authorities, and social organizations for citizen-driven decisions (Morata, 2009).

1.4.2 A Co-responsibility network generates citizenship

Co-responsibility involves technicians, politicians, and citizens for effective social policies based on mutual respect and roles (Luengo & Moreno, 2006). Co-responsibility in community practice challenges compartmentalization, requires participation from all agents and ensures systemic application for complex socio-educational challenges and social sustainability. Co-management involves managing spaces, projects, dynamics, and norms with participants as the main protagonists. Examples include horizontal assemblies and collaborative actions between professionals and recipients. By directly engaging participants, they feel connected and belong to the space. Horizontal relationships foster shared management co-responsibility among agents, increasing motivation for participation and citizenship. Community Social Pedagogy focuses on education for

co-responsibility and management, requiring intense training for empowerment and autonomy.

1.4.3 Awareness and Social change

Social awareness involves pedagogical actions and communication to improve social situations for people (Carmona et al., 2009). Community Social Pedagogy promotes social awareness by involving community agents, including families, citizens, politicians, technicians, and social organizations, in constructing citizenship and denouncing social exclusion. This approach encourages a review of values and changes habits and behaviors based on respect for diversity. Support and close social networks are crucial for vulnerable individuals in situations of risk or social conflict, sustaining their social incorporation processes (Del & Añaños, 2013). Social network is crucial for inclusion, crises, and improving quality of life through closeness, support, and emotional contact with others (Farpon et al., 2007). To build and maintain networks, sensitization processes are crucial for citizens to understand risk and social conflict needs, enabling help processes and social incorporation facilitation (Farpon et al., 2007).

1.5 Methodology Community Social Pedagogy

The three main approaches used by the Social Pedagogy Community to carry out its activities are community work, sociocultural stimulation, and psychosocial accompaniment and education. These techniques view people as the primary actors of their own acts and initiatives and the community as a whole. They are aware that using these approaches necessitates considering both the social and technological aspects of their performances. Effective structural improvements in complex and varied societies require the complementarity of both.

1.5.1 Psychosocial and Educational Support

Psychosocial and educational support focuses on individuals as autonomous subjects capable of restarting identity construction and socialization processes, requiring help reconstructing their itinerary (Morata, 2009). Social incorporation requires mobilizing subject capacities and recognizing limitations to transform reality and overcome vulnerability in vulnerable situations (González, 2002). Professional encourages inclusive processes, recognizing individual change. Psychosocial and educational support assists individuals in social vulnerability by directing their lives towards effective community relationships, fostering positive connections and active presence in their social environment.

This method is applied through various phases: a) reception, b) agreement of the work plan, c) development and monitoring of the plan, and d) end of the process.

In pedagogical fields, unconditional welcome is crucial for establishing educational links. However, few professionals dedicate time to this phase. Tight planning is vital for creating secure attachments with professionals and communities in social exclusion situations. Subjects must demonstrate, understand, and verbalize change in antisocial, criminal, or exclusionary conduct through narrative (Ander, 1989). Educational action requires subject certainty of needing help, community encouragement, professional referral, and subject evidence of change in actions to achieve desired outcomes. In the second phase of the

accompaniment process, plans are established for work in which people are active agents. This construction joint establishes a dialogue for planning the actions from the subject's narrative. (Prochaska and DiClemente 1982 Transtheoretical model). Recent evidence from Círculos Of Soporte and the accountability project highlights the importance of professional support in creating an environment for individuals to recognize and express change needs (García & Soler, 2014). The third phase of the accompaniment process involves reviewing work plans to adapt to changing realities and contexts. It is crucial to consider relapses and setbacks as opportunities for awareness and therapeutic-educational work. The community plays a crucial role in addressing exclusion, as the lack of social ties contributes to fragility in social exclusion processes (González, 2002; Subirats, 2004).

Community-based social incorporation processes require secure affective bonds and participation spaces for excluded individuals. These spaces enable them to become supportive citizens, contribute to improving the social system, and generate debate on the values of inclusion and social involvement. By fostering these spaces, individuals can achieve higher citizenship levels and contribute to the transformation of society (Trilla, 1997).

Community links are crucial for safe, effective connections, and the accompaniment process should refer to incorporation processes for social bonds. Psychosocial and educational accompaniment restores moral values, increases community awareness, and promotes resources.

- The construction of a bond of secure attachment with prosocial people in the environment;
- Better knowledge of their own emotions and those of others, thus enabling processes of greater self-control in compliance with social norms, from the active participation with the community;
- Favor construction spaces of shared and common norms;
- The subject's participation in activities and actions of social and educational revitalization, which help to manage correctly their leisure time and their community participation.

1.5.2 Sociocultural Animation

Sociocultural animation is an effective educational methodology for developing participation and citizenship in normalized sectors and situations of risk and social conflict. Its educational value is confirmed by its geographical diversity, sociocultural improvement effects, and its permanence in time, despite gaining various names like community development and dynamization (Morata & Palasí, 2012). The SEA is a set of actions by individuals, groups, or institutions promoting active participation in a community's social and cultural development within a specific territory (Trilla, 1997). It takes to carry out through the application of methods, techniques, and activities that can be applied from two complementary perspectives: a) as a technology social, this orientation refers especially to the technological paradigm from the SCA (Ucar, 2002); b) as a sociocultural praxis that affects the sociopolitical dimension of culture and education, and that configures its activity under a dialectical or socio-critical paradigm (Ander, 1989; Caride, 2005; Pérez & Pérez, 2006; Morata, 2012).

SCA can apply to complementary social technology and sociocultural practice. Both technological and socio-critical paradigms must be combined for significant social transformation. The Social Community Pedagogy model fo-

cuses on emancipatory, critical, and liberating approaches to transform reality through awareness, thought criticism, and citizen participation. This approach addresses cultural gaps and social inequalities, but without technological application, it cannot guarantee correct development (Morata, 2009). Sociocultural animation enhances cultural enrichment through collective activation, social participation, and cultural enrichment in diverse contexts and institutions (Soler, 2011). This methodology enhances self-esteem, self-knowledge, cooperation, conflict management, and leisure experiences in prisons and social reintegration programs. Participation in socio-educational and cultural activities improves coexistence and resources for individuals facing social exclusion. Sociocultural animation enables individuals to develop independently, promoting integral educational, social, and cultural growth. Proper planning, well-defined objectives, and networking between public and private institutions improve learning experiences and transferability to other spaces.

1.5.3 Community work

Community Social Work involves coordinating and integrating efforts and actions from various organizations, institutions, and sectors to achieve effective results.

We believe it is important to point out the coincidence that the authors show when listing the three objectives that guide the TSC: a) community empowerment (Hess & Straub, 2011); b) participation (Morata, 2009; Gaitán, 2003; Pastor, 2004); c) social cohesion (Morata, 2009). We will not go into its description since These are concepts worked on in other sections of this article. Regarding the agents that can intervene in this work model, such As (Marchioni, 1999) gives us, it is necessary to have three types of agents: a) the political leaders of the administrations, b) the service professionals and technicians: c) the population and their organizations social. For (Ander, 1989; Carmona et al , 2003), the work community must face a series of challenges in the diversity of spaces and contexts in which that acts.

Will and Political Recognition: Change in public policies from welfare to social promotion

About the Services: Global, community-focused work and Program and community service activation.

Regarding the objectives: They refer to social promotion

Intervention subject: Public services collaborate with citizens and Recognize citizens as active, responsible subjects

Regarding the method: Group organization, joint workspaces, flexibility, and creativity are essential aspects of community work

The fight against social exclusion requires recovering vital destinations for affected individuals and groups, requiring public administrations, Sector entities, and citizens to encourage collective processes for access (Subirats, 2004). Community-based response mechanisms are essential for personal autonomy and interpersonal and social character development. Key methodologies include networking, cooperative work, and interdisciplinary work, addressing pedagogical work from the Community Social model.

Networking: Collaborates with educators, workers, social psychologists, and others for career prospects (Morata, 2012). Unity of institutions, actors for equality, common interest, analysis, and coordination of socio-educational action (Morata, 2009).

Teamwork: Joint work involves equitable responsibility sharing for learning outcomes (Ander, 1989).

Triple function enhances group performance, fosters positive relationships, and promotes healthy development.

Peer Education System: a flexible social strategy for high-risk population prevention and intervention.

Interdisciplinary work: A comprehensive approach to addressing socio-cultural issues and community situations.

All agents and entities must own joint work results and prior knowledge of disciplines.

Interdisciplinarity occurs through teams with diverse representatives, fostering conceptualization, practicality, and common language.

2. CONCLUSION

Socio-educational responses and cultural integrals are crucial in complex social situations, connecting networks and addressing vulnerable communities. This article highlights the value of Community Social Pedagogy as a socio-educational intervention model, focusing on excluded people and promoting trust and reciprocity between professionals, institutions, and citizens. It aims to generate changes in the most disadvantaged, focusing on the community as a reference for change. Community improvement and sensitive systems must be created to protect excluded individuals, promote social participation, and foster social cohesion. This includes effective support systems and laws that foster integrated, welcoming attitudes among citizens. The community work models should focus on inclusive societies, allowing all citizens to participate in the system and sharing rules.

3. CONTRIBUTION OF THE AUTHORS

The Authors had full access to all of the information in this research study, which has been studied and approved in the final manuscript. The author is solely responsible for the conceptualization, design of the study, review of related literature, and discussion.

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5. DECLARATION OF CONFLICT OF INTEREST

The authors declared no competing interests.

6. ETHICS APPROVAL

Applicable and Approved

7. CONSENT TO PARTICIPANTS

Applicable and Approved

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