Social Pedagogy and Inclusive Education in an International Context

Sociálna pedagogika a inkluzívne vzdelávanie v medzinárodnom kontexte

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Abstract:

In this review study, we emphasize the importance of the role of social pedagogues in schools across various countries, including Slovakia. The aim of the review is to use a comparative approach to highlight the potential utilization of social pedagogues' work in schools. The study indicates that social pedagogical activities are common in many countries and emerging in others. It maps significant regional differences in the goals, status, and functions of social pedagogues. The primary mission of social pedagogy is seen in the inclusion of individuals or groups of intact students or students with special educational needs (SEN). Preventive social pedagogical activities are focused on combating social exclusion, guiding students, raising awareness, and promoting democratic education. The study demonstrates the significant importance of social pedagogy in schools, particularly in preventing segregation and exclusion of students.

Keywords:

Social pedagogy; inclusion; primary and secondary schools; Anglophone and Nordic countries

Abstrakt:

V prehľadovej štúdii uvádzame dôležitosť pôsobenia sociálnych pedagógov na školách v rôznych krajinách vrátane Slovenka. Cieľom prehľadovej štúdie je prostredníctvom komparatívneho prístupu poukázať na možnosti využitia práce sociálnych pedagógov na školách. Prehľadová štúdia poukazuje, že sociálno-pedagogická činnosť je v mnohých krajinách bežne zaužívaná a v iných krajinách sa začína objavovať. Štúdia mapuje veľké regionálne rozdiely v rámci cieľov, postavenia a funkcií sociálnych pedagógov. Primárne poslanie sociálnej pedagogiky je vnímané v rámci inklúzie jednotlivcov alebo skupín intaktných žiakov alebo žiakov so ŠVVP. Preventívna sociálno-pedagogická činnosť je zameraná proti sociálnemu vylúčeniu, na usmernenie žiakov, na zvyšovanie povedomia a demokratickú výchovu. Zo štúdie rezultuje veľký význam sociálnej pedagogiky na školách so špecifikom na predchádzanie segregácie a vylúčenie žiakov.

Kľúčové slová:

Sociálna pedagogika; inklúzia; základné a stredné školy; anglofónne a severské krajiny

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Introduction

Anderger (2020) reports that over the past decade, social pedagogy has seen a rise in profile globally, with the emergence of new university programs, publications, professional journals, and associations. Interest is also increasing in England, where this tradition was previously absent (Kyriacou, 2015). According to Anderger, schools are a domain where social pedagogy plays an irreplaceable role, likely due to the growing number of students at risk of marginalization, thus increasing interest in inclusive educational systems. The diversity of educational systems varies regionally, and the study examines the functions, roles, and missions of social pedagogues. This type of review study is scarce, thus we analysed professional texts on the activities of social pedagogues in schools both domestically and internationally. We rely on Anderger and Határ's assumption that society can be changed through knowledge, and the mission of social pedagogues is to create conditions for learning and participation in society. It is the holistic approach of social pedagogy, where care, education, socialization, and learning merge, representing a collective responsibility for parents, schools, and society (Anderger, 2020). According to Hämäläinen (2019), there are two theoretical directions in social pedagogy. The first is focused on social aspects of learning, promoting civic participation. The second involves interventions aimed at preventing and improving the conditions of socially disadvantaged and excluded individuals.

Erikson (2010, 2014) outlines social pedagogical activities in three models: adaptive, mobilization, and demographic. The adaptive model focuses on individual and relational perspectives, using social intervention to encourage marginalized groups to participate and adapt to norms. The mobilization model aims for social change through active participation in the education of social groups. The democratic model includes general education on humanism, democracy, and justice. We will attempt to answer how these theoretical approaches are implemented in practice, so that social pedagogues can prevent segregation and support inclusion in primary and secondary schools in various countries. We will define the relationship of social pedagogy to students and groups and examine the functions, roles, and goals they fulfil in the school environment. The review addresses the relevance and applicability of social pedagogical strategies and approaches in schools.

1 Methodology

1.1 Research Design

This study employs a theoretical research design, utilizing a comparative approach to examine the role and functions of social pedagogues in schools across various countries, including Slovakia. The primary aim is to highlight the potential utilization of social pedagogues' work in schools by mapping regional differences in their goals, status, and functions. The study emphasizes the importance of social pedagogy in the inclusion of individuals or groups of students with special educational needs (SEN) and intact students, focusing on preventive measures to combat social exclusion and promote democratic education.

1.2 Data Collection

Data was collected through a comprehensive review of existing literature from domestic and international sources. The study primarily relied on professional texts, including

monographs, yearbooks, scientific studies, professional articles, and other relevant works. Key databases such as Google Scholar, ScienceOpen, and ResearchGate were utilized to gather relevant texts published between 2000 and 2023 in English, Slovak, or Nordic languages.
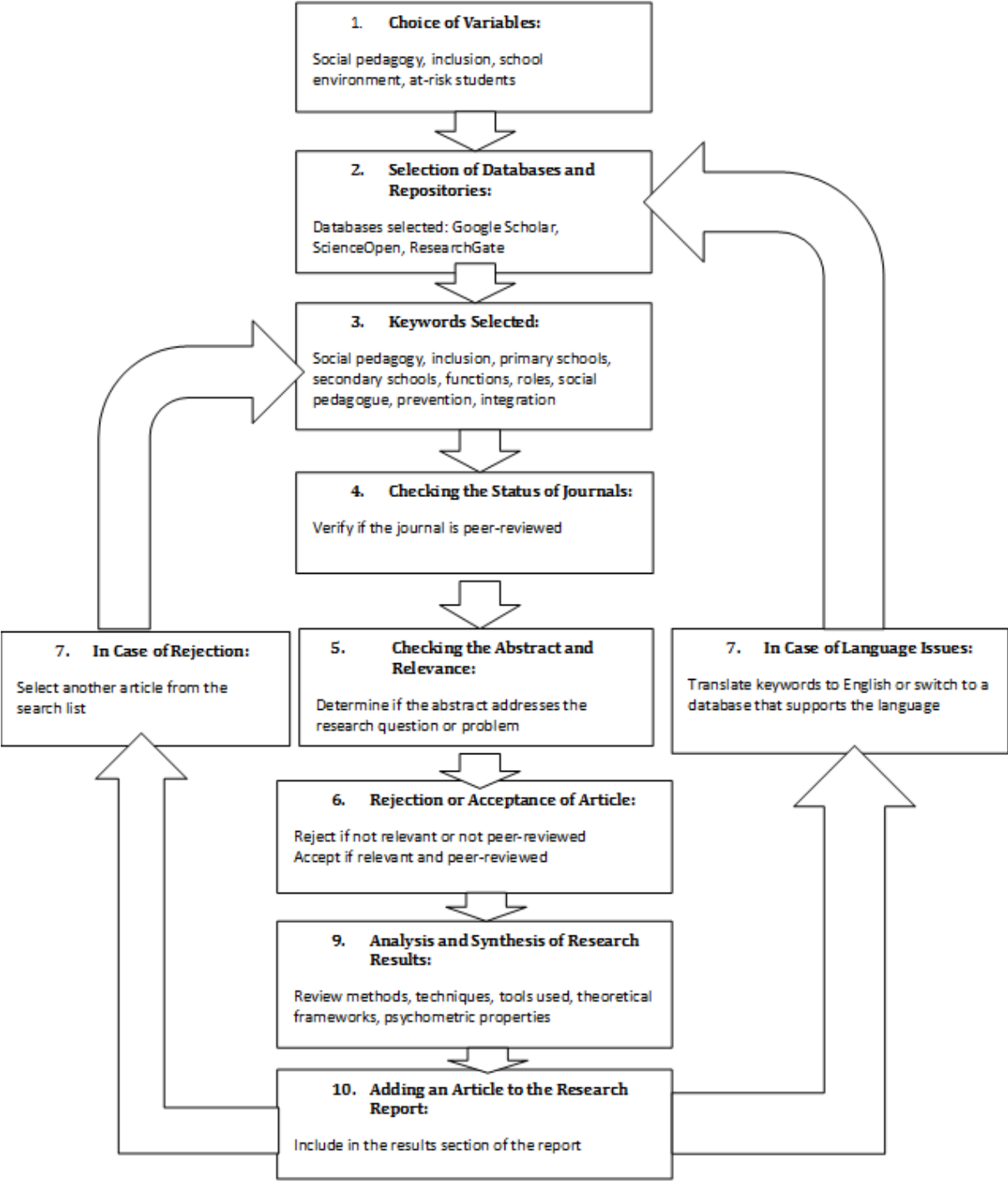
1.2.1 Procedure for Article Selection

1. Choice of Variables:

Social pedagogy, inclusion, school environment, at-risk students

2. Selection of Databases and Repositories:

Databases selected: Google Scholar, ScienceOpen, ResearchGate

3. Keywords Selected:

Social pedagogy, inclusion, primary schools, secondary schools, functions, roles, social pedagogue, prevention, integration

4. Checking the Status of Journals:

Verify if the journal is peer-reviewed

7. In Case of Rejection:

Select another article from the search list

5. Checking the Abstract and Relevance:

Determine if the abstract addresses the research question or problem

7. In Case of Language Issues:

Translate keywords to English or switch to a database that supports the language

6. Rejection or Acceptance of Article:

Reject if not relevant or not peer-reviewed
Accept if relevant and peer-reviewed

9. Analysis and Synthesis of Research Results:

Review methods, techniques, tools used, theoretical frameworks, psychometric properties

10. Adding an Article to the Research Report:

Include in the results section of the report

Figure 1 *Scheme of the Procedure*

1.2.2 Volume of Texts and Selection Method

The study reviewed approximately 150 publications, selected based on their relevance to the research questions. These publications were sourced from a combination of international and domestic journals, monographs, yearbooks, and other academic texts. The selection criteria ensured the inclusion of peer-reviewed articles and professional texts, prioritizing works published between 2000 and 2020. The publications originated from various countries, providing a comprehensive perspective on the role of social pedagogues in different educational contexts. The total volume of reviewed texts is approximately 5,000 pages.

1.2.3 Data Analysis

The collected texts were highlighted, coded, and structured into sections relevant to the research question. The analysis was conducted using qualitative methods, including:
- **Content Analysis**, examining the content of the selected texts to identify common themes and patterns.
- **Comparative Analysis**, comparing social pedagogical activities and their implementation across different countries.
- **Synthesis**, integrated findings from various sources to provide a comprehensive overview of social pedagogy's role in inclusive education.
- **Induction and Deduction**, using to draw general conclusions from specific observations and apply general principles to specific cases.

The analysis focused on identifying the goals, tasks, functions, and activities of social pedagogues, particularly in supporting the inclusion of students with SEN and those at risk of marginalization. The study also examined the theoretical approaches to social pedagogy, including adaptive, mobilization, and democratic models, and their practical applications in primary and secondary school settings.

1.2.4 Validity and Reliability

The validity of the study was ensured by selecting texts from reputable sources and authors with extensive experience in social pedagogy. Reliability was maintained by focusing on peer-reviewed articles and professional texts published within the specified timeframe. The comparative nature of the study allowed for the identification of regional differences and commonalities in social pedagogical practices, enhancing the robustness of the findings.

1.2.5 Limitations

The study acknowledges limitations, including the reliance on older publications and the scarcity of texts from some countries where social pedagogy is well-developed. Future research should focus on addressing these gaps and exploring collaborative and transformative approaches to social-pedagogical inclusion, particularly for marginalized groups such as Roma communities in Slovakia.

Based on the procedure outlined for the text selection within the scheme above, summaries of individual topics with research texts were linked with citations used in the study, structured under various headings. Limitations of the study include older

publications. The texts highlight current social pedagogical activities or how they might appear in primary and secondary schools.

The reliability and credibility of the review were ensured by focusing on texts containing social pedagogical approaches in the school environment, published between 2000 and 2020 in English, Slovak, or Nordic languages. Validity is ensured by selecting authors who have long been involved in social pedagogy and work at reputable European, Northern European, or English universities. The review includes Anderberg's study for the Nordic countries titled "In Search of a Social Pedagogical Profession in Schools: Missions and Roles Under Reconsideration," which compares social pedagogy in various countries (2020). Erikson's article "Popular Education for Adults as a Social-Pedagogical Activity: Learning to Fly" (2010) and "Understanding Social Pedagogy: Northern European Perspectives" (2014) offer insights into Swedish citizenship education. Langanger et al. (2013) clarify social pedagogy as a social profession in "Socialpædagogik – En grundbog." Hämäläinen developed a concept of social pedagogy in social work (2003), detailing Finnish social pedagogy (2012), and published "Social Pedagogy as a Scientific Discipline: A Field of Academic Study and Professional Practice" (2019).

Sting (2013) provides an Austrian perspective on the emergence of school pedagogy in "From Project to Routine Offer," and explores social services and school climate in "Social Work & Society" (2007, *5*(3), 242-250). Kreuzer (2009) discusses German social-pedagogical work with juvenile offenders in "The Diversity of Social Pedagogy in Europe." Madsen offers a French perspective in "Socialpedagogik: Integration and Inclusion in the Modern System" (2005) and "Social Pedagogy: Helping People in Vulnerable Situations" (2013).

For Slovakia, Hroncová, et al. in "Sociology of Education and Social Pathology for Teachers" (2020) detail social-pedagogical activities and functions in Slovak schools. Emmerová outlines school preventive social-educational work of social pedagogues in the V4 countries in "New Educational Review" (2016, *46*(4), 95-103). Selická (2006) emphasizes the importance of social pedagogical work with Roma communities in "Methods and Forms of Social Pedagogue's Work with Roma Settlements." Határ (2007) highlights functions and roles of social pedagogy in "Student Aggression Through the Eyes of a Social Pedagogue" and "The Social Pedagogue in the System of Social-Educational Counselling, Prevention, and Prophylaxis" (2010).

Lorenzová discusses the implementation of school social pedagogy in the Czech Republic in "International Journal of Teaching and Education" (2018, *6*(1), 21-35). Zemančíková (2010) addresses factors hindering the profession in "Current Challenges in Social Pedagogy." Kornbeck and colleagues summarize the Polish perspective on international social-pedagogical activities in "The Diversity of Social Pedagogy in Europe" (2009). Kornbeck (2012) discusses the exportability and potential limits of social pedagogy in "Social Work in Europe." In "Social Pedagogy for Life" (2011), Kornbeck and Radermaeker highlight school social pedagogy in Francophone Belgium.

English authors Eichsteller and Holthoff define social pedagogy as an ethical orientation to work with people (2011, *36*(4), 176-186) and describe European social pedagogical practices through the ThemPra platform (2022). Cameron and Moss in "Social Pedagogy and Work with Children and Youth: Where Care and Education Meet" emphasize the need for democratic education (2011). Moss and Petrie (2019, *17*(3), 393-405) and Petrie (2005a, *20*(4), 176-180; 2005b, *31*(4), 293-296) explore the relationships of social pedagogy. Kyriacou identifies five dimensions of social pedagogy in schools in

"Pastoral Care in Education" (2009, *27*(2), 101-108), and discusses social pedagogy and mentoring for at-risk students (2013, *24-25*, 78-85), social pedagogy and pastoral care in schools (2015, *43*(4), 429-437). Kyriacou and colleagues compare social pedagogy in England, Greece, and Norway in "Teacher Education Students' Views" (2013, *17*(2), 192-204), and with Stephenson examine social pedagogical activities in addressing bullying in "Student Teachers' Attitudes in England and Norway" (2016, *42*(4), 631-645).

The international perspective on social pedagogy is presented by Spanish authors Janer and Úcar in "European Journal of Social Work" (2017, *20*). The research corpus includes verbal texts such as monographs, yearbooks, scientific studies, professional articles, and other works. Texts were retrieved from Scholar Google, Scienceopen, and Researgate databases using key terms (social pedagogy, inclusion, functions, roles, social pedagogue) and references to primary and secondary schools, excluding kindergartens.

Qualitative methods such as analysis, synthesis, induction, and deduction were used to process the materials. Texts were highlighted, coded, and structured into sections relevant to the research question. Summaries of individual topics with research texts were linked with citations used in the study, structured under various headings. Limitations include older publications and a lack of texts from Germany, where school social pedagogy is well-developed. The texts reflect current social-pedagogical activities or envision potential practices in primary and secondary schools.

2 Results

This section summarizes the goals, tasks, functions, and activities of social pedagogues working in school environments across various countries. It highlights the presence of social pedagogues in primary and secondary schools in different European countries, including Slovakia. Social pedagogues support the interaction of intact students with students with SEN for academic progress and integration. In secondary vocational schools, efforts are made to motivate and implement preventive measures to prevent student exclusion. According to Cameron (2011) and Leganger (2009), social pedagogues commonly work with excluded students in programs aimed at "correcting" negative experiences and supporting students' return to schools. According to Slovak expert Határ (2007, 2009, 2010), the essence of social-pedagogical prevention lies in stimulating positive social and educational influences and eliminating negative ones.

2.1 Functions of a Social Pedagogue in a School Setting in the Context of Inclusion

Based on the analysed texts, it is evident that social pedagogues have a broad and complex mission, particularly focusing on socially disadvantaged students (Anderberg, 2020). The various activities of social pedagogues intersect and complement each other to prevent the stigmatization of students (Eriksson, 2014, and others). Supported by several authors, such as Ezechil (2015), Lorenzová (2018), and Anderberg (2020), inclusion of socially disadvantaged or marginalized students is considered the primary mission or goal of social pedagogues in schools. Multiple interventions are implemented to develop social capacity and integration.

Preventive Function

According to Niklová (2020), social-pedagogical prevention addresses deviant behaviours such as truancy, criminality, bullying, and other delinquent behaviours. Social pedagogues' work in schools often has a preventive, proactive character aimed at improving conditions for all children. Various authors, including Petrie (2005) and Paterson (2019), view the role of social pedagogues as creating opportunities for the education of all children, removing barriers to prevent school exclusion. Despite efforts at primary prevention, social-pedagogical activities in Slovak schools are mostly recorded at the secondary level of prevention (Hroncová, 2020).

Prophylactic and Modificatory Function

Petrie calls for English schools to adopt a social-pedagogical perspective to prevent school failure, thus reducing the risk of student exclusion. Holistic models of prevention and victimization have been developed in English and Greek schools to prevent negative phenomena in schools through values, principles, and beliefs. The social-pedagogical model reflects on behaviour and leads to a systemic "transformation of ethos" and culture in schools, families, and communities (Anderger, 2020). Niklová (2021) considers the most urgent task of social pedagogues to be preventing social-pathological phenomena in children and youth and providing support for the education of students from socially disadvantaged backgrounds, especially those from marginalized communities.

Educational Function

Social pedagogy in Slovakia is defined as positive pedagogy (Bakošová, 2008), aiming to transform individuals and society through education. It involves a process of educational care leading to integration and societal stabilization. According to Anderger, social pedagogy advances the concept of democratic education by offering space for critical reflections on the role and function of schools. Sting (2007) adds that students should be equipped with tools to manage and overcome challenging situations, fostering critical perspectives and knowledge to enact change. Open dialogue in schools about discrimination, segregation, and stigmatization increases interest in social issues. All students can benefit from social pedagogy; however, in practice, social pedagogues focus on students with SEN and disadvantaged individuals. According to many authors, including Emmerová (2016), at-risk groups include students with high school absenteeism, health-disadvantaged students, those with behavioural problems, immigrants, refugees, or those discriminated against due to ethnicity, gender, or social class.

2.2 Roles of Social Pedagogues in Schools in the Context of Inclusion

Multiple authors, including Zemančíková (2010) and Sting (2013), argue that social pedagogy encompasses several roles. The objectives of their work are often vaguely defined, complicating their role relative to other school staff, and frequently attributing them a lower position.

Erudite Specialist

Various authors in different countries, including Emmerová (2016) in Slovakia and Lorenzová (2018) in the Czech Republic, define social pedagogues as "explicit specialists." In Swedish schools, they are assigned an "expert" role in close collaboration with teachers, special educators, parents, and social workers (Bolin, 2010). Petrie (2015) adds that

although social pedagogues have a specialist role, their mission differs from that of psychologists or therapists, despite therapeutic underpinnings.

Coordinator

Anderger views collaboration between social pedagogues and other professionals in schools as crucial, contributing to improved academic and social outcomes and serving as mediators (Kornbeck and Radermaecker, 2011; Kraus and Hoferková, 2016). Berling notes that during the pandemic, there was a noticeable positive shift in relationships between teachers and social pedagogues and their professional roles. Various authors, including Emmerová (2016), Kraus and Hoferková (2016), Niklová (2022) agree that managing classroom conflicts or behavioural issues are tasks often delegated to social pedagogues by teachers. Sting (2007) adds that even in German schools, unpopular tasks are passed on to social pedagogues. In a Swedish study, Thornberg (2009) reported that social pedagogues are sometimes seen as teaching assistants.

Adult Friend

Alongside teachers, social pedagogues have a clearly socially oriented and pedagogically supportive role. This view is supported by several authors, including Petrie (2005), Madsen (2005), and Ezechil (2015), who note that social pedagogues are seen as stable and caring figures whom students can rely on in times of need. According to Smith (2013) and Stephens (2013), this relationship becomes horizontal, not hierarchical and controlling. School "neutrality," according to Heimgartner and Sting (2013), allows social pedagogues to build trust that some students do not even have within their families. New technologies have enabled innovative ways to develop relationships and "increase empathy between parents and schools" (Breslin, 2021, p. 28).

2.3 Tasks of Social Pedagogues in Supporting Inclusion in School Environments

Anderger (2020) presents the overlaps of various authors in defining the tasks and functions of social pedagogues. The variety of tasks and the depth of their content are extensively described. Kyriacou's understanding of the role of social pedagogues in schools includes five general missions: care and well-being, inclusion, socialization, academic support, and social education, linked to specific tasks that may overlap. Madsen (2005) observes the variability of social pedagogues' work in French schools, working closely with teachers to fulfil various social-pedagogical tasks. In Swedish schools, students engage in individual counselling at the suggestion of health teams, and social pedagogues engage in preventive efforts against bullying. Kornbeck notes that in Belgium, social pedagogues work closely with teachers to help students at risk of exclusion. Kornbeck and Radermaecker (2011) add that social pedagogues' tasks range from actual education to "supervisory" roles, acting as advisors for the education of students with SEN, analysing school needs, examining classroom dynamics, or managing behaviour during breaks, lunch, or class time. Social pedagogues are part of classification meetings, manage parent contacts, and oversee documentation processes in schools (Kornbeck and Radermaecker).

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analyse the needs of the school situation, examine classroom dynamics, and manage behaviour during breaks, lunch, or lessons. Social pedagogues are part of classification meetings, manage parent contacts, and oversee documentation processes in schools (Kornbeck and Radermaecker, 2011).

Individual Work

Several authors, including Emmerová (2016), Kraus and Hoferková (2016), and Madsen (2007), state that social pedagogy is predominantly personal in many countries, with the primary task of social pedagogues being to help individual students cope with challenging or risky situations in school, support learning, and prevent exclusion. According to Petrie (2005), individual analysis is based on observation and discussions with others, followed by individualized solutions within academic, emotional, or social support. Petrie notes that social pedagogues have a good theoretical grasp of social-pathological phenomena and can apply this understanding to problem-solving interventions. Counselling or motivational dialogues aim to strengthen relationships, develop coping skills, and manage stress. Madsen (2005) adds that students develop interpersonal skills through participation in group activities and by taking personal responsibility for their behaviour and education. Bakošová (2008) defines a new paradigm of social pedagogy as a progression from the need for external help to the ability to help oneself, educate oneself, and develop socially, personally, and prosocially, ultimately leading to the ability to guide others to success in life.

Langager (2013) and other authors mention the mentoring role in Danish schools, where social pedagogues create positive relationships, model positive behaviours, and motivate students in academic and social activities. Kyriacou (2013) summarizes that social pedagogues support socially accepted thinking, provide emotional and practical support, and enhance students' self-esteem to take control of challenging situations. Despite the individual approach, according to Paterson et al. (2019), social pedagogues work within the whole context, including parents, doctors, social services, the community, and other professionals. Hroncová (2020) states that social-educational forms of work with families overlap with social work because they are related disciplines that historically complement each other. Forms of individual work in schools stem from family and school support, thus transforming individual work into group work with families and teachers.

Group Work

Emmerová (2016), Zemančíková (2010), Kraus and Hoferková (2016), Niklová (2022) and other authors note that while the primary task of social pedagogues is to support individual students, their responsibilities also extend to group work or working with entire classes. According to Heimgartner and Sting (2013), social learning occurs in school situations, through discussions about values and attitudes. Social pedagogues use group dynamics to improve cohesion within classes. Danish schools, according to Langager and Vonsild (2007), under the abbreviation BRW (behaviour, relations, and well-being), offer special social-pedagogical interventions to improve school well-being, provide counselling, assist with social interactions in classes, and help teachers differentiate teaching for students with behavioural difficulties. Kyriacou (2016) adds that the focus is not on the role of the aggressor and victim but on changing the context, reinforcing prosocial thinking and empathetic perceptions towards victims. In Greece, social-pedagogical programs are used to prevent and intervene against bullying in schools and on social networks. Kreuzer (2009) notes that German programs focus on violence

prevention, developing teachers' skills in preventive measures against social-pathological phenomena. Kraus and Hoferková (2016) and Madsen (2005) with other authors note that social pedagogues have the task of contributing to greater safety in classrooms and other school spaces during breaks and lessons.

The Table 1 below encapsulates a comprehensive summary of the results from a literature analysis on the functions of social pedagogues in the context of inclusion. It delineates key authors, the year of their studies, the geographical survey areas, the research tools employed, and the psychometric properties of the studies. Additionally, it highlights the theoretical frameworks utilized and the specific applications of social pedagogical practices within inclusive educational settings. The table underscores the diverse methodologies and findings across various regions, contributing to a nuanced understanding of the role of social pedagogues in fostering inclusion for socially disadvantaged and marginalized students.

Table 1 *Summary of Results from Literature Analysis*

Authors (year of Publication)	Survey Areas	Research Tools, Psychometric Properties, Areas of Measurement and Theoretical Frameworks	Results and Applications within Social Pedagogical Inclusion
Anderger (2020)	Nordic countries	Theoretical research, comparative analysis. N/A. Functions, roles, missions. Social pedagogy in schools.	Emphasizes the role of social pedagogues in school inclusion and transforming society through education. Application: Promotes inclusive practices in schools, focusing on the integration of at-risk and marginalized students.
Erikson (2010, 2014)	Sweden	Literature review. N/A. Citizenship education models. Adaptive, mobilization, democratic models of social pedagogy.	Discusses various models of social pedagogy and their application in educational settings to support marginalized groups and promote inclusion. Application: Supports civic participation and social change through educational models that encourage inclusion.
Hämäläinen (2019)	Finland	Conceptual analysis, literature review. N/A. Social pedagogy as a discipline. Social pedagogy as a scientific discipline.	Develops a comprehensive framework for understanding social pedagogy in social work and education. Application: Provides a scientific basis for implementing social pedagogical practices in educational and social work settings to support inclusive education.
Kyriacou (2009, 2013, 2015)	England, Greece, Norway	Empirical studies, field studies, surveys. Reliability and validity reported. Social pedagogy dimensions, mentoring. Various questionnaires and scales. Dimensions of social pedagogy in schools.	Analyses the rise of social pedagogy in England, its implementation in schools, and its impact on mentoring, pastoral care, and addressing bullying. Application: Enhances inclusive educational practices through mentoring and support for at-risk students.
Cameron and Moss (2011)	UK	Case studies, interviews, observations. N/A. Democratic education. Role of social pedagogy where care and education meet.	Highlights the need for social pedagogy to bridge the gap between educational care and democratic education in schools. Application: Implements inclusive educational practices that integrate care and democratic principles, fostering a supportive learning environment.

Authors (year of Publication)	Survey Areas	Research Tools, Psychometric Properties, Areas of Measurement and Theoretical Frameworks	Results and Applications within Social Pedagogical Inclusion
Hroncová, et al. (2020)	Slovakia	Literature review. N/A. Social-pedagogical activities. Social pedagogical functions in Slovak schools.	Details the specific roles and functions of social pedagogues in Slovak schools, focusing on preventive and educational functions to combat exclusion. Application: Utilizes preventive measures to support the inclusion of students with special educational needs (SEN).
Zemančíková (2010)	Czech Republic	Field study, interviews. N/A. Professional challenges. Challenges in social pedagogy.	Addresses the hindrances in the social pedagogy profession, particularly in school settings. Application: Identifies and addresses challenges faced by social pedagogues to enhance their effectiveness in promoting inclusive education.
Emmerová (2016)	V4 countries	Comparative study, surveys. Reliability and validity reported. Preventive education. Various questionnaires and scales. Preventive social education.	Outlines the preventive role of social pedagogues in schools, particularly focusing on inclusive education practices in V4 countries. Application: Implements preventive strategies to reduce social exclusion and support at-risk students in schools.
Kornbeck and Radermaecker (2009, 2011)	Belgium, Europe	Observational study, literature review, surveys. Reliability and validity reported. Social-pedagogical roles. Various questionnaires and scales. Social pedagogy in educational contexts.	Discusses the integration of social pedagogy in Belgian and European schools, emphasizing the supervisory and advisory roles of social pedagogues. Application: Enhances collaborative efforts among educators and social pedagogues to foster inclusive education.
Madsen (2005, 2013)	France	Theoretical and empirical studies, case studies. N/A. Integration and inclusion. Social pedagogy and integration.	Examines the role of social pedagogy in French schools, focusing on inclusion and support for students in vulnerable situations. Application: Provides targeted support to vulnerable students to promote their integration and success within the educational system.
Poláková at al. (2018)	Slovakia	Case studies, literature review, field observations. N/A. Social and educational inclusion, attitudes toward marginalized students, human rights education. Social inclusion theory, educational inclusion theory, human rights education framework.	Identification of persistent prejudices against students stigmatized by social deprivation, disabilities, or ethnic background. Examination of the impact of social exclusion on educational access and quality. Discussion on enhancing the quality of education for marginalized children. Applications: Promotion of inclusive educational practices for Roma children. Development of strategies to combat social exclusion within the educational system. Implementation of human rights education to foster inclusive attitudes among educators and students.
Sting (2007, 2011, 2013)	Austria	Observational study, field study, interviews. N/A. School climate, social services. Social services and school climate.	Investigates the emergence of school pedagogy and the impact of social pedagogical activities on school climate and student integration in Austria. Application: Implements social-pedagogical interventions to improve school climate and foster inclusion.

Authors (year of Publication)	Survey Areas	Research Tools, Psychometric Properties, Areas of Measurement and Theoretical Frameworks	Results and Applications within Social Pedagogical Inclusion
Lorenzová (2018)	Czech Republic	Empirical study, surveys, interviews. N/A. School social pedagogy implementation. School social pedagogy implementation.	Analyses the implementation of social pedagogy in Czech schools, focusing on the factors hindering its development. Application: Addresses barriers to the effective implementation of social pedagogy to enhance inclusive practices in schools.
Selická (2006)	Slovakia	Case studies, literature review, field observations. N/A. Roma community work. Social pedagogy with Roma communities.	Highlights the importance of social pedagogical work with Roma communities to enhance inclusion and educational outcomes. Application: Develops specific social-pedagogical approaches to support the inclusion and education of Roma students.
Kreuzer (2009)	Germany, Europe	Comparative analysis, field studies. N/A. Social-pedagogical work. Diversity of social pedagogy.	Explores social-pedagogical work with juvenile offenders in Germany and the diversity of social pedagogy practices across Europe. Application: Applies diverse social-pedagogical practices to support the reintegration of juvenile offenders and promote their inclusion.
Janer and Úcar (2017)	Spain, Europe	Literature review, comparative studies. N/A. International perspectives. International perspectives on social pedagogy.	Presents an international perspective on social pedagogy, comparing practices across various European countries. Application: Adopts best practices from various countries to enhance the inclusivity of educational systems through social pedagogy.
Eichsteller and Holthoff (2011, 2022)	Europe	Empirical studies, case studies, surveys. Reliability and validity reported. Ethical orientation. Various questionnaires and scales. Ethical orientation in social pedagogy.	Defines social pedagogy as an ethical approach to working with people, and explores European practices through the ThemPra platform. Application: Implements ethical social-pedagogical practices to support the inclusion and well-being of students.
Petrie (2005, 2019)	UK	Empirical studies, literature review, case studies. Reliability and validity reported. Social pedagogy in education. Various questionnaires and scales. Social pedagogy in education.	Explores the relationships and roles of social pedagogy in UK schools, highlighting its importance in supporting at-risk students and promoting inclusion. Application: Enhances support systems for at-risk students through social-pedagogical interventions to promote their inclusion.
Határ (2007, 2009, 2010)	Slovakia	Literature review, case studies, field observations. N/A. Student aggression, social counselling. Functions and roles of social pedagogy.	Discusses the preventive and supportive functions of social pedagogues in Slovak schools, emphasizing their role in addressing student aggression and social-educational counselling. Application: Utilizes social-pedagogical counselling to prevent student aggression and support inclusion.

Conclusion

The texts reveal that social-pedagogical activities in schools are common in many countries and are beginning to be in demand in others. This trend relates to the increase in social-pathological phenomena and marginalized students. The review study highlights

significant differences in the mission, goals, status, roles, and functions of social pedagogues in schools. Regional differences were mapped by Freidson as early as 1989, stating that the more detailed the description of social-pedagogical activities, the more other roles, previously unnoticed, become apparent. According to Anderberg and other authors, the primary mission of social pedagogy in most countries is the integration or inclusion of students. According to Hroncová Niklová et al. (2020) and other authors, prevention is aimed against social isolation, bullying, or the use of alcohol or drugs. Less frequently mentioned is the mission of social pedagogues in raising awareness and mobilization aimed at creating social change. Cameron (2011), Úcar (2011) together with other authors explain differences in mission by varied interpretations, where historical, political, economic, and cultural diversities of countries play an important role, influencing practice. The role of social pedagogues is sometimes overlapping with that of teachers. Teachers often delegate undesirable tasks to social pedagogues, and Hattie (2019) emphasizes that relational aspects in teaching form a particularly meaningful factor in the Nordic tradition. Niklová (2021) adds that social pedagogues seek optimal ways to help people in different environments, creating educationally valuable stimuli in the social environment and compensating for deficiencies in various settings.

Anderberg (2020) perceives the wide variability of individual students, groups, and classes with which social pedagogues work. From the review study, it is evident that social pedagogues utilize multifaceted special skills and knowledge to create positive relationships and construct solutions when students experience problematic situations. The mission of a social pedagogue includes not only focusing on students with problems but also taking steps to bring about change in unjust conditions, thus preventing segregation or school exclusion. Creating trustful relationships with students through positive role models enables students to integrate into the school collective, which according to several authors (Anderberg, 2020; Eichsteller and Holthoff, 2011) is a social-pedagogical ideal. The goal is to remove or anticipate barriers to learning, contribute to the democratic education of students, and support cooperation.

Anderberg (2020) points out that social-pedagogical use is not only in schools but also in society. Schools are criticized for not fulfilling their goal of lifelong social inclusion, thereby deepening segregation and exclusion. According to Madsen (2013), social-pedagogical approaches offer opportunities for participation in learning, analysing social positions in the classroom, and approaching inclusion criteria. Carter (2008) together with Hroncová et al. (2020) state that the school should play a protective role in preventing social-pedagogical problems, requiring collaboration among various professions, including social pedagogues. Anderberg notes that a variety of problems such as bullying, absenteeism, and exclusion can lead to potential unemployment, mental illness, drug problems, or criminality. The philosophy and theoretical concepts of social pedagogy can contribute to a deeper understanding and offer solutions with the potential to restore socially oriented education (Anderberg, 2020). Schools, according to Silver (2013) and Kyriacou (2009), are focused on student performance and employment. Cameron and Moss (2011) together with other authors state that social pedagogy supports different ways of thinking, using strategies and activities that help manage problems, corresponding to "education in the narrowest sense." Anderberg reminds that achieving "just" good results in school is not the goal of a humanistic and democratic society. Segregation and xenophobia dominate, thus alongside knowledge objectives, there should also be a focus on democratic education and active social participation. Counsell and Body (2013) propose that "schools should take greater responsibility for

a socially sustainable society." Schools should admit students regardless of ethnicity, social background, or school results. Shugurensky (2014) adds that knowledge and social development are intertwined, dependent on each other, and cannot be separated, thus society needs critically thinking and socially engaged citizens.

Jensen (2013) states that despite the intervention efforts of social pedagogues, school and institutional conditions continuously deepen marginalization. From her perspective, "only symptoms are treated," but the actual causes are not addressed. She suggests establishing educational policy strategies alongside preventive activities and effective interventions against exclusion. The founder of the Slovak Association of Social Pedagogy, Hroncová (2014), emphasizes the importance of continuing the established trends in social pedagogy, as social pedagogy gives hope to society.

The study indicates the importance of the independent status of social pedagogues in schools. Sting urges that social pedagogues should not be used solely for crisis problem-solving. Sting (2011) and other authors call for organizational reform in the context of competencies. Sting (2007), Borg et al. (2014), and others state that "clarifying the mission and focus of various professions in schools allows for constructive collaboration and more positive forecasts in social-pedagogical interventions."

The study highlights deficiencies in social-pedagogical processes in addressing the marginalization and exclusion of students from schools. Anderberg (2020) calls for future research to focus on the causes of emergence as well as the actors and factors that limit or support inclusion. Most studies address specific groups, and only limited research examines collaborative and transformative approaches to social-pedagogical inclusion, despite the principles of inclusive education focusing on all students and multidisciplinary collaboration. An interesting topic could be exploring the significance of social-pedagogical activities in schools for students and families from marginalized groups in Slovakia, with a focus on Roma communities.

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