

Editorial

Czech version/česká verze 

Introducing the April issue 2021

Dear Readers,

we would like to introduce the open English issue of the ninth year of the Social Education journal. The past year has seen significant social changes occurring due to the spread of Covid-19. Not only are these changes seen in the everyday reality of individuals and groups, but in addition the consideration of and perspectives on individual areas of the educational reality have also been affected. It is now more than evident that this (un)predictable phenomenon is not a matter of a single year, but brings with it a number of challenges which will need to be responded to, and not just within social pedagogy, in order to keep up with the pressure of current and future changes. In parallel, and often overshadowed by, this phenomenon are other areas which are transforming, accelerating and being dealt with which are no less important within social pedagogy, and which cannot be forgotten under the weight of the current situation.

While this issue contains articles diverse in terms of content and form, they share a commonality at their core, such as a response to social circumstances, a selected dimension of social pedagogy within educational institutions, and development and changes in social pedagogy at a theoretical or practical Czech or international context.

The first **study**, entitled **Causes, consequences and control of student protests** by author Adams Ogirima Onivehu reflects on the current social circumstances in Nigeria. The study analyses data acquired from questionnaires in order to reveal students' opinion on the causes, consequences and control of End SARS (Special Anti-Robbery Squad) protests in Nigeria. Since society assesses the immediate and future consequences of the End SARS protests, this study expands our knowledge of the hidden background of these protests from the perspective of university students, who comprise a large number of End SARS demonstrators. It also puts forward proposals and recommendations in order to facilitate effective management and control of future protests. Since this is a society-wide phenomenon, this article can be perceived in the context of its environment as unique and innovative.

In his study entitled **Erasmus staff exchanges: A critical exploration of intentions and effects**, Paul G. Nixon provides a particular perspective on the ERASMUS+ Teaching/Training Exchanges scheme in the context of its benefits for the individuals, institutions and study programmes within the Hague University of Applied Sciences (THUAS). The author notes that the entire Teaching/Training Exchanges process can make a significant contribution towards developing professional experience, but can also be of benefit to the particular institution. The study endeavours to clarify whether expectations really have been met, and further examines the processes and procedures in place for monitoring such exchanges exploring control and monitoring prior to the exchange taking place, and post-exchange outcomes and evaluations.

The subsequent study, entitled **Creating a positive elementary school climate based on cooperation between the form teacher, headmaster and social pedagogue**, by author Lucie Blašítková, focuses on identifying and describing the specific features and dimensions of a positive school climate from the perspective of different actors – the principal, form teachers and social pedagogue. The study presents new findings through creating models which describe and accentuate the need for co-operation of all subjects. The presented study is rather unique within the Czech social pedagogy context, making its findings of all the more benefit. Lucie Nečasová's final study, entitled **The resilience of high school students, analysis of compensatory measures, and preferred strategies for coping with adverse situations** presents the results of measuring resilience amongst high school students. The author submits her results focusing on the ascertained level of resilience and preferred choices of

management strategy. This study utilises statistical analysis to identify factors which have positive and negative effects on the level of pupils' resilience while also presenting the most favoured strategies for managing problems and strategies which students mostly avoid. The author presents results relating to the ascertained connection between choice of management strategy and level of high school student resilience.

We are extremely pleased to be able to present three articles in our **discussion** section. Authors Paul G. Nixon and Robin Metiary open the debate with an unusual article entitled **Teaching protest and pressure as participation**, which portrays relevant, interesting and one might say provocative ideas at whose core is an endeavour to ensure that protest and pressure as participation should be a key element of education. In the subsequent article entitled **Ulrikes are here with us: A few notes on the text Teaching protest and pressure as participation**, Radim Šíp presents his response to the preceding article. It is our conviction that dialogue represents the path to mutual enrichment, or can elicit more much needed questions in order to find sought-for answers and ascertain the merit of the problem. The third article in the discussion section by authors Lucie Blašíková, Helena Grecmanová and Miroslav Dopita entitled **Social pedagogues and social workers in primary school** looks at an issue which is highly topical and important within the Czech environment for social pedagogy. An analysis of the activities, specific aspects, boundaries, rights and obligations of the social pedagogue and the social worker within educational institutions would seem of the utmost necessity at the current time when the profession of social pedagogue is still not enshrined in law within Czech education.

Lotte Junke Harbo (Associate Professor at VIA University College, Denmark) and Svend Bak (trained social pedagogue, Chairman of the Danish Association of Social Pedagogy) agreed to an **interview** in this issue. This interview provides a lot of fascinating information on Danish social pedagogy, its theoretical foundation and development, and its current position and application. In their interview, the authors also refer to the already noted relationship between social pedagogy and social work. No less fascinating is their reflection on the current society-wide situation in the context of Covid-19 in the practice of social pedagogy in Denmark.

The subsequent section, **Social pedagogy as a study programme**, loosely follows on from last issue's presentations of the first three Czech universities to implement social pedagogy as a study programme. In this issue, our attention is specifically focused on social pedagogy as a study programme at the workplaces of Bohuslav Kraus (Institute of Social Studies at the Faculty of Education, University of Hradec Králové) and Milena Ůbrink Hobzová (Department of Christian Education at the Sts Cyril and Methodius Faculty of Theology, Palacký University Olomouc).

The following article in the **Trends and changes of social pedagogy** section looks at the concept of the social pedagogy field. This article by Lenka Gulová and Martina Kurowski opens discussion on the missed opportunity to transform the field of social pedagogy within the Department of Social Education at Masaryk University in Brno's Faculty of Education.

This issue concludes with **information** from Gabriel Eichsteller, one of the founders of the ThemPra Social Pedagogy organisation which looks at the development of social pedagogy in the United Kingdom and Kara O'Neil, co-president of the Social Pedagogy Association. Authors inform us of the steps and trends leading to the establishment of the Global Alliance for Social Pedagogy and Social Education. This global alliance, which would bring together social pedagogues from all the corners of the world, is perceived as another major opportunity for the development and internationalisation of social pedagogy.

Finally, we would like to thank all members of the editorial board, authors and in particular reviewers for their co-operation in producing this issue. We realise that this period has brought with it a number of challenges for individuals, groups, society and also the field of social pedagogy, but if we monitor, reflect and respond to individual changes (at a personal and community-wide level and within our field) then we will keep pace with them and perhaps also gain something of value: progress.

Editorial team