The profession of Social Education in Europe.

Comparative survey

Index

1 Introduction

The process of Europeanization of the European Union policies in the laws of the Member States is a growing phenomenon. Nowadays, there are two important directives whose implementation will significantly modify the European professional scene. Firstly, the Directive for services (1322006CE), which aims at the elimination of legal and administrative barriers that limit the development of services between Member States. Secondly, the Directive for professional qualifications (200536CE), which currently is being assessed by the European Commission to be definitively modified in early 2012. The main purpose of it is the simplification of procedures for the recognition of professional qualifications among the Member States and the updating according to other mechanisms of convergence such as the European framework of professional qualifications and the Bologna process.

We will find in the Directive 2005/36/CE the mechanisms that more resemble to what we could understand as a framework of regulation for the professions in Europe. The directive distinguishes between three professional groups:

- Professions under the automatic scheme for professions of doctor, nurse, dentist, veterinarian, midwife or obstetric assistant, pharmaceutical assistant and architect. In these professions there is the automatic recognition for the training titles on the basis of coordination of minimum training conditions.
- Professions under the automatic scheme of qualifications accredited by professional expertise for specific industrial, commercial and artisan activities.
- Professions under the General Regime. They are not subject to special rules and we can find in it the rest of the professions, included Social Education.

The evaluation process of the directive stipulates that the concerned professions could benefit from the automatic recognition through the establishment of a common Platform. The basis would be established on a series of knowledge, qualifications and skills or on a test that evaluates the capacity of professionals to practice a certain profession.

Knowledge about Social education in Europe today is scarce and fragmented. Studies at the macro and micro level prevail, i.e., studies comparing models regarding national policies,

training or theoretical traditions in the Social education either comparisons orientated from the practice that addresses the situation from a context extremely local and particular.

The analysis were not performed in all of the Member States, but in two or three countries (Boddy and Statham, 2009) (Hallstedt and Hogstrom, 2005) (Ewijk, 2004). The most developed studies have been addressed to the training situation and not so much in relation to the profession (Senent, 2004). So therefore we do not find any article at European level in relation to the Social education profession in Europe.

The objective of our study is a compilation of the status of the profession in each of the States member in an empirical way. This intends to produce a comparative analysis at European level, contrasting information obtained from the different competent actors in the field of Social education profession: professionals, the State and the administrations, universities, the market, the users/clients and other professions (Saez racing, 2004).

First of all we will deal with aspects related to the research design. So, we will describe the methodology and the sources used for this study (contacts, bibliography and databases). In addition we will dedicate a section to the conceptual delimitation related to Social education and Social Work and the different professional typologies (regulated profession, recognized professional category and specialized profession within the Social Education).

Then, the tour includes a short theoretical introduction about the Social education in Europe, dealing with aspects such as the epistemological confusion derived from the cultural and linguistic issue, the academic debate on the "Social Pedagogy" and the relationship between the Social education and Social Work.

After analyzing some of the trends in the process of professionalization we elaborate a three level scheme - Social Work, polyvalent Social education and specific Social education - in which we will classify each of the countries. This frame allows to approach the names of the professions and the study of their own regulations. Then we analyze the professional organizations in the various States, its functioning, its relationship with the AIEJI and with

other international organizations. Later on, we present a case study that synthesizes the State of Social education in the majority of European countries.

Finally there are the conclusions of the study including bibliography and annexes

Zaragoza. December 2011.

2 Research design

2.1 General

- Object: Study of the profession of Social Educator in Europe.

- Spatial frame: 30 states. They are the 27 member states of the European Union and the EEA countries (Norway and Iceland) and Switzerland, since they have bilateral agreements with the EU and the professional qualifications directive is applicable to these countries. We also should point out that we do separate analysis for the two main regions in Belgium: Flanders and Wallonia

- Time frame:: November 2010 – December 2011

- Type : Comparative European analysis.

2.2 Primary sources

Interviews and correspondence by e-mail and phone with experts in the different countries. With the aim of comparing the information in each State and involve the largest number of possible actors, three areas - institutional, professional and academic - have been taken into account as shown in the following graphic:

INSTITUTIONAL FIELD
- Contact points
- Competent authorities in the subject of professional recognition
- Departments (Social Services, Education)
- Regional and local authorities.

PROFESSIONAL FIELD
- AIEJI
- Other professional associations
- Social educators as individuals

ACADEMIC FIELD
- FESET
- Universities
- Ministries of Education
- Other institutions and educative networks.

Institutional:

- Authorities responsible for the recognition of professions, mainly coming from the database of the European Commission. As stated in the professional qualifications directive, in article 3, is defined as competent authority "any authority or body invested with authority by the Member States, in particular enabled to issue or receive titles of training and other documents or information, as well as to receive applications and to take decisions referred to in this directive".

 - National contact points: through the European Commission, internal market G M. They are created under the article 57 of the professional qualifications directive and there is one in each Member State. Their task is to "supply the citizens and the contact points of the other Member States with the necessary information for the recognition of professional qualifications (...) and, in any case, with the information on the national legislation governing the professions and their exercise, including social legislation, as well as, where appropriate, the rules of deontology".

- Others: Ministries (mainly social services, education or health) regional and local authorities.

Professional Associations:

- Through the AIEJI (Association Internationale des Educateurs de Jeunes Inadaptés - International Association of Workers for Troubled Children and Youth (EAIO) .

- Others associations not included in the AIEJI.

- Contacts with Social Educators on an individual basis.

Contacts at universitary level:

- Through institutional networks such as Eurydice, Rectors' Conferences, Naric network

- Through FESET (**F**ormation d'**E**ducateurs **S**ociaux **E**uropéens / **E**uropean **S**ocial **E**ducator **T**raining)

- Through any other contacts, published articles or magazines and publications about Social Education and /or social Work.

Whenever is possible, we add the analysis of the market labor and more specifically the job offers for Social Educators in the different countries.

2.3   Secondary sources

Bibliography

We have not found any article or study referred to the profession of Social education in Europe, as there are related to other professions. The main categories in which we have classified the information obtained are the following:

- History and theory of Social education in Europe.
- Reflections on the Social education and the limits with other professions at European level.
- Comparative analysis of Social education between several Member States (normally from the Anglo-Saxon and Nordic world).
- Specific articles about the Social education in a Member sates in particular.
- Websites of professional associations, organizations or institutions with information about the status of the profession in the country.

Database

  Three different types of database have been employed:

- European Commission database. It is available on the website of the Directorate-General for the internal market of the EU. It came into force on the 20th October 2007 as an answer to the directive 200536CE of professional qualifications. It gathers the set of regulated professions for each State, both sectorial professions and occupations under the general scheme (this latter category include Social education). The analysis of this database has been the starting point for the elaboration of this report. In addition to locating some of the Member States that have regulated the profession of Social education, it has served to obtain precise data that have been very useful, as the competent authorities state in relation to Social education or statistics on the number of professional migrants from one State to another. We have subsequently revised this database to include the category of "Social Work". (For further information about categories and mobilities in each member state, see Annex I, database European Commission and Annex 3, Regulation of the professions of Social Education and social Work).

- **Database of the Member States:** this information is available in 16 countries (it should be taken into account that in countries such as Germany or Austria, being federal States, regulation of the professions is a regional competition). (See annex 2, database of States members and addresses)**:**

- List of regulated Professions per country in the European Commission: it's a list (MARKTC38782004-EN-FR-DE) carried out by the General Directorate of the internal market of the European Commission in 2004. Although it is previous to the professional qualifications directive, it has been significant that we have found regulated the profession in Austria, Germany, Italy and Luxembourg.

2.4   Conceptual delimitation

Social Education / Social Pedagogy

In our analysis we use the definition of Social education that appears in the common platform of the AIEJI*: the theory of how psychological, social and material conditions, and different orientations of values promote or impede the development and growth, the quality of life and the welfare of the individual or the group.*

We must indicate the differences between Social education and Social pedagogy. The most commonly accepted would be considering the first one as the phenomenon, reality, praxis and action, and the second, as the reflection and the scientific discipline (Ortega Esteban, 2004). However as we will clarify in the section on *The academic debate* there are numerous definitions of Social pedagogy influenced by different currents, ideological, philosophical, political, sociological and anthropological ones

The objective of this study is to analyze the professional practice that underlies this theory, so although we will consider some issues, we will focus specifically in the practice of the profession

Social Work

Basically, we will distinguish between two interpretations of the term Social Work in relation to the professions. In the first, the term is used in its literal translation as "Social work". In the second, Social Work is understood as "Work in the social matters" or "Work within the social sphere", being a broader concept that tends to include the Social education. From this point of view we start from an interpretive approach that tends to understand the nature of Social Work in each of the countries studied, i.e., we will try to find out the connotations that lie behind the intermediate translation into English (Horwath and Shardlow, 2000).

Regulated profession, titled/academic and specialized professions

In article 3.1 of the Directive 200536CE of the European Commission concerning professional qualifications is understood as a regulated profession *the activity or group of professional activities whose access, exercise or one of the modalities of practice is subordinate directly or indirectly, according to the legal or administrative, regulations to the possession of specific professional qualifications; in particular, it will be considered exercise modality, the use of a professional title limited by laws, regulations or administrative provisions who owns a particular professional qualification*

It is a broader definition, which includes all legislative heterogeneity and different traditions in the Member States of the EU concerning the system of regulation of the professions. For example, Spain is one of the countries with more regulated professions, which only a fifth are regulated in other European States. However there is a limited number of regulated professions and a market without little reserve of activity in the United Kingdom. It is therefore a definition which covers the European diversity but that it is not practical when it comes to perform an empirical analysis, even less when we have verified that Social education is a sparsely regulated profession.

For these reasons is necessary to broaden the definition of regulated profession and use other concepts that well delimited can best approach the situation in each of the Member States

Regulated profession: It is the one that appears in any of the databases of regulated professions and the competent authority in the field of recognition of qualifications confirm this setting. We will assure this information identifying the law under which officially the profession is regulated.

Recognized professional category: when there is a specific academic degree, professional mandatory or voluntary records, the need to pass official exams, etc. In other words, any one that somehow regulates the profession, although not included in the list of regulated professions in the country. We prefer using this broader term than the named "profession entitled" because depending on the countries, obtaining an academic degree can be linked or not to full professional effects. For example, in Spain the regulations give the official title a

double academic and professional effect but however such situation is inconceivable in the Anglo-Saxon tradition. In fact, we can anticipate that although training exists in all Member States of the European Union (at different levels),the profession itself does not.

Social Education specialized professions: The European heterogeneity makes regulated professions very specialized in fields of the Social education exist in certain countries. We particularly distinguish two groups, those specialized within the field of health and disability and the rest. We see this figure as the Social work educator that we call as polyvalent.

.

3 Introduction to Social Education in Europe

3.1   The linguistic and cultural issue

The social professions are intrinsically linked to the historical, political and social development in each country. This implies a great difficulty to find both linguistic and conceptual equivalence in relation to policies, structures, systems and the role of the professions in each country

The vehicular language in the majority of international communications is English. However, the United Kingdom presents peculiarities that don't exist in other countries of the continental Europe in relation to the Organization of their social services and, in particular, with regard to the professions in the social sphere.

In fact, one of the main problems lies in the absence of the profession of Social education in the United Kingdom, while it appears in most of the Member States of the European Union. On the one hand, the term "pedagogy" is a strange concept with dogmatic connotations and it is used in relation to what continental Europe would call didactics. On the other hand "social education" has a meaning closer to citizenship lessons (Petrie et al, 2009).Under the designations of the social professions, we find a broad spectrum of terms in which sometimes the profession is translated or confused: *"youth workers", "residential care workers", "day care workers", "workers with offenders", "play and occupational therapists", "church work", "community development activity", "community workers", "family support workers" or "curative education*". A similar term that would be the "community education" or "community learning and development" appears in Scotland. It seems as if the common translation of "social educators" or "social pedagogues" belonged to the European continental reality rather than a previously existing term in the United Kingdom. We can add the United States influence in some countries, which also follows this Anglo-Saxon scheme.

Regarding Ireland, the another State of the European Union having English as the official language, also the Professional Association (IASWC) had a discussion regarding the term to be used, and finally they chose to name the profession as Social care workers, although they are fully aware of their profession collecting the legacy and the profession corresponds to the one of social educators in the continental Europe. However this denomination is not transferable to the reality of the United Kingdom since *social care work*, in addition to be the

same as Social educator may refer simply to the care of the elderly or childcare (Lethbridge, 2007). We could find another example by analyzing the FESET Association. It stands for **E**uropean **S**ocial **E**ducators **T**raining (Formation d' éducateurs Sociaux Européens) and it is define in English as an Association of formation of *"socio-educational care work".*

The debate is already more complex because we have to add the problem of finding a term equivalent to Social Work (whose literal translation is "Social work"), and it does not refer to the same practical areas in all the States and it sometimes includes the Social education as a profession or the Social pedagogy as one of the methodologies employed.

Kornbeck (2002) solves this problem in an article which questions the limits of the exportability of Social pedagogy to the United Kingdom using the Social Work term to refer to a broader concept, whereas he uses abbreviations for naming the professions of Social work (SW) and Social education (SP):
"We distinguish between parts of the SP are not in SW and that can be found in the continental system (e.g. sozialarbeit in Germany, assistance sociale en France) meanwhile the unspecified notion of Social Work is used with the generic meaning of the British Social Work or Social Work in a broad and undefined meaning depending on the context." In fact (...)"sozialarbeit and assistance sociale would be equivalent to the British term" field of Social Work "(which could be translated as a sphere, Social Work area)"

Direct translations into Spanish also contribute to increasing the confusion among the different categories. The literal translation for Social Worker is Social Worker, whereas in other countries of Latin language are called "social workers" (*Social Assistant* in Switzerland, France and Luxembourg, *Social Assistent* in Romania, *Assistente Sociale* in Italia and *Social Assistant* in Portugal). This is to say in Spanish we find terms to refer to the Social education and Social work professions but there is no translation of Social Work, understood as a broad concept as is the case in France (Travail Social) or Portugal (Trabalho Social).

The translations for Social education also present difficulties in other States due to the similarity to other professional fields such as "special education", "children's education" or "education for citizenship". In relation to the latter, in Germany we would find as literal translation the term of Social education (Sozialerziehung) which is in the pedagogical sense one of the specialties of the education, education of the sociability of the individual, but that is not taken in the same sense as Social pedagogy.

3.2   Relationship between Social Education and Social Work

To solve the epistemological problem posed by the Social education face to the concept of Social Work in Europe, several authors (Quintana, Hämäläinen) have made a synthesis of the history of the elucidation of this problem:

- The   "divergence theorem ": both concepts are different with different professional fields.
- The "convergence theorem": both concepts and their functions are similar to each other.
- The "subordination theorem": one concept is broader tan the other and the latter would subordinate to the first.

In relation to the same we find a broad spectrum of positions: from authors who argue that it is impossible to make a clear distinction between Social Work and Social education to define them in different terms at an European level (Worebcke, 2003), while others claim that the separation of the two branches exists in most of the countries and it will go on (Labonte, 2006). We start from the point of view that none of these theorems can be applied to the European professional scene entirety but we will carry out a detailed study, country by country, to determine this relationship as we shall see later in the paragraph about *The levels of professionalization of Social education*

3.3   The academic debate

To some extent, the confusion regarding the term arises from the academic or theoretical debate that has a close relationship with the professional practice. This is based on the different conceptions of humanity, society, science, ideas and ideologies.

Hämäläinen (2004) raises the absence of mutual agreement on the use of the term "social pedagogy" at European level:

"The concept of Social pedagogy is used in different contexts with different meanings: as a translation of thought and action in which social and pedagogical points of view are combined, like a field of professional activities developed from this tradition, as a branch of study in social and educational sciences and as an academic discipline." These uses are interconnected according to the context, although there are interpretations of the Social pedagogy that are unique for it".

In this sense, related to Social Work, points that " Social pedagogy as a parallel discipline to other social sciences discipline can be defined as part of the base of scientific knowledge for the Social Work".

The same author underlines in an article in the previous year:

"From the beginning, the concept of Social Work has been vague since it has been used in different contexts, whereas the Social pedagogy can be seen both as a general theory of education and as the reduction of the education addressed to the process of individual development. Also as a branch of study in which the relationship between education and society is taken into account, or can refer to the sphere of activities in society to prevent social problems through educational methods. This type of ambiguity about its nature, scopes and how far the idea of Social pedagogy reaches, is both a problem and a source of inspiration."

Other authors (Fermoso Estébanez, 2003) prefer using the term "Science of Social education" that can have several meanings: as a scientific theory on Social education, as subject or academic discipline and professional praxis exercised with technical interventions.

We can find these differences related to Social Work, as it points out Marynowicz (2005):

Social Work is simultaneously defined as science, theory, and professional activity. It is accepted that the Social pedagogy and Social Work are science. Positions in Europe are different, since there are some who accept that the concept of Social Work involves the educative aspect.

As pointed in the conceptual delimitation, in our study we will analyze aspects directly related to the professional practice of Social education, therefore we will base in an approach to Social pedagogy as a professional activity without entering into the academic debate.

4 Levels of professionalization of Social Education

4.1   Professionalization process in the social scope

As we have been pointing out, the study of the professions in the social field at European level is complex, since they respond to a social, political, historical or cultural situation in each of the States.

In relation to Social education, numerous authors make references to the conflicting causes in the process of professionalization. We could include among others the following (Viche González, 2003):

- Polysemy in terms of the definition of the professional figure, its functions and practices.
- Own lack of definition of pedagogy studies.
- Lack of recognition of the profession. Technical professions are more recognized than the social ones.

Some authors (Ewijk, 2004) argue that the fragmentation of the professions in the social sphere is due to processes of deregulation, privatization, deinstitutionalization and decentralization, which are general in all European countries. In the same line from the English-speaking world two opposing phenomena, which are endangering the profession, stand out (Nolmans, 2008):

-       The fact that a "computer culture" prevails more than a professional culture. Social educators are more identified with the institutional structure or organization in which they work and the profession is considered in a more general way.
-       The hyper - specialization that prevents workers from having a transversal mobility and that benefits a multi-disciplinary structure with the emergence of different professions within Social education.

The French-speaking world also points a context of crisis in which social educators seem disoriented due to the division into micro-specialties more and more specific (Halleux, 2007).

This is not a phenomenon which occurs only in the context of the Social education but in general in relation to the social professions and also with regard to Social Work. For example, in some states as in Denmark, are recently created new qualifications as "*Social Management*" (Management of the social) profession that questions the definition of Social Work (Vicenti, 2011). The reform of the European higher education area (Bologna process with the introduction of the Bachelor and master system) is increasing the diversity of qualifications that offer a wider range of possibilities for intervention moving the titles away the titling from the labour market (Senent, 2008).

To understand better this fragmented reality of the professional practice, it is necessary to perform a scheme in multiple levels, as shown in the following graphic:
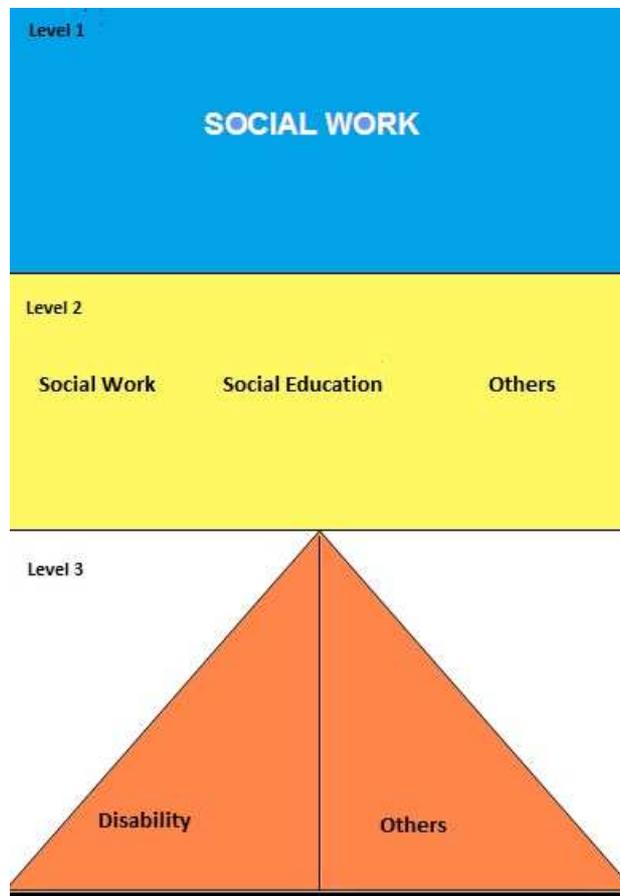
4.2   Level 1: General scope of "Social Work"

As we previously told there are difficulties in translating this term. At this level we consider the interpretation of Social Work as Work in the social matters or within the social sphere and not referred specifically to the profession of "Social Work"

In the terminology used in other countries these differences are more easily identified. In France, *Travail Social* (Social Work) includes a wide range of specialized professions that include "*social assistant" and "educateur spécialisé*" (Social worker and Special educator respectively) (Boddy and Statham, 2009). The confusion lies in that "social assistant" and "Travail Social" are commonly translated as Social Work although they belong to different categories, phenomenon which we also find in other countries.

In Germany *Soziale Arbeit* (Social Work) is a general term that refers to the two professions: *Sozialarbeiter* (social workers) and *Sozialpadagogen* (social educators). However these are literal translations, since the *sozialarbeiter* present many characteristics similar to social educators from other countries since most of their training is in Social pedagogy. The original differences are less and less pronounced and most of the courses are developed jointly since the implementation of the Bologna system in 2008. The name most used nowadays *is Soziale Arbeit* (Friesenhahn and Kanntowicz, 2005). In the academic aspect we could say that *Wissenschaften Soziale Arbeit* is the umbrella under which the traditions of *Sozialarbeitswissenschaften* and *sozialpadagogik* are found.

In countries like Sweden under the *Bachelor* of *Social Work* training title we find different specialties, some of them related to Social education. United Kingdom is also one of the countries that use this generic denomination without going to recognize the different professions of the social as we will detail later in the *case study*

4.3   Level 2: Social Educator as versatile figure.

At this level the Social educator is an independent and recognized, professional figure linked to the area of "The scope of the social professions". The Social education in Spain would be framed in this category and Social Work would appear translated as Social work.

Depending on the studied countries, we can find a higher or lower grade in relation to the levels of professionalization. Therefore we mainly distinguish two categories:

A	Regulated Profession
B	Recognized Professional category

As we pointed out in the conceptual delimitation we consider that they are regulated professions when they appear collected in a database and the competent authority in the field of professional recognition confirms this regulation. We assure the information identifying the law which regulates them.

On the other hand, we include within "recognized professional category" in a comprehensive manner when there is any indication of regulation of the profession: either by title (profession entitled), professional records, passing official exams, specific regulation when it comes to civel servants, etc. We must note that the mere existence of any training does not imply the presence of the profession in a given country, since that can simply be a methodology used within the field of social sciences.

Some examples at this level would be those previously presented in France and Germany, where under the general umbrella of Social Work (*Travail Social and Soziale Arbeit*) is the Social education profession.

4.4   Level 3: Social Educator as specialized figure.

In the context of professional specialization is where we find the level 3,in which there would be represented those countries where specialized professions in the field of Social education are recognized. They are states that although there is specific training for Social education there is no profession but specific professions. Normally we find a recognized profession directly related to the field of disability, which tends to be regulated or in the process of adjustment due to be considered within the professions of health, whereas the professionalism of the rest of specialities (youth and childhood, drug dependence, adult education...) would appear in a wide range of professions and backgrounds. We will only take into account those professions that are regulated to limit our analysis.

As an example, we could mention the case of Norway where there are two professions framed within Social pedagogy: *Vernepleire*, regulated profession that is responsible for the work with physically and mentally handicapped and *Barnevernpedagoger*, work with children and teenagers. The first of these is regulated, while the second does not

4.5   Comparative of the levels

Here is a table with the location of each of the states. We have to point out that it is not a hermetic scheme, since we find different trends in the countries that point to one or another level, as for example in the case of Germany

Country	Level 1	Level 2		Level 3
		A	Regulated Profession	(as regulated profesions)
		B	Professional Category	
Germany		B		
Austria		B		
Belgium Wallonia		B		
Belgium Flamenca		B		
Bulgary				
Cyprus				
Denmark		B		
Slovakia		A		Health
Slovenia				Health Councellor in schools Institutions with children Residences
Spain		B		
Estonia		B		
Finland		A		
France		B		
Greece				
Hungary				
Ireland		B		
Italy		A		
Latvia				
Lithuania		A		
Luxembourg		B		
Malta				
The Netherlands		B		
Poland				Cultural animation Pedagogue Mediator School Pedagogue
Portugal		B		
United Kingdom				
Czech Republic				

Romania		B			
Sweden				-	
Iceland		A			
Norway					Health Childhood
Switzerland		B			

The following chart shows the proportions between the studied countries :
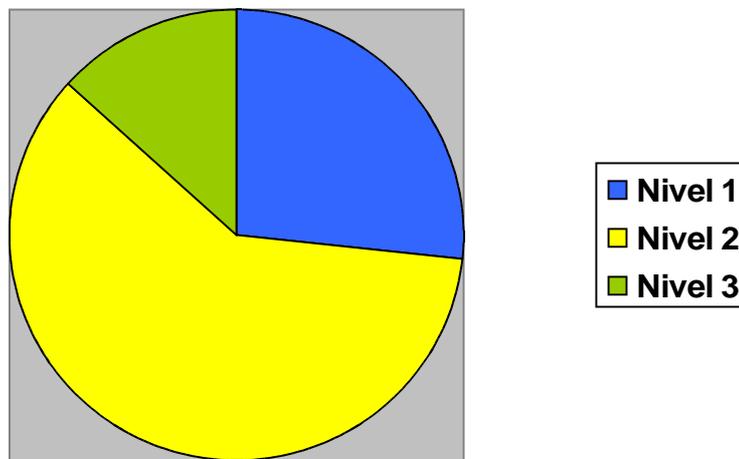
The biggest proportion is found in the countries located in the level 2 as Polyvalent social Educators (18 altogether): Spain, Slovakia, Finland, Italy, Lithuania, Germany, Austria, Belgium, Denmark, Estonia, France, Ireland, Luxembourg, The Netherlands , Portugal, Romania, Switzerland, Iceland.

In the level 1 Social Work we found 8 Countries: Bulgary, Cyprus, Hungary, Latvia, Malta, United Kingdom, Sweden, Greece.

In the level 3 as specialized Social Educators we find 4 Countries: Slovenia, Norway, Poland and the Czech Republic. In all of them except from Poland Social education professions that are regulated belong to the scope of disability.

Below is the map of Europe in relation to the above-mentioned levels
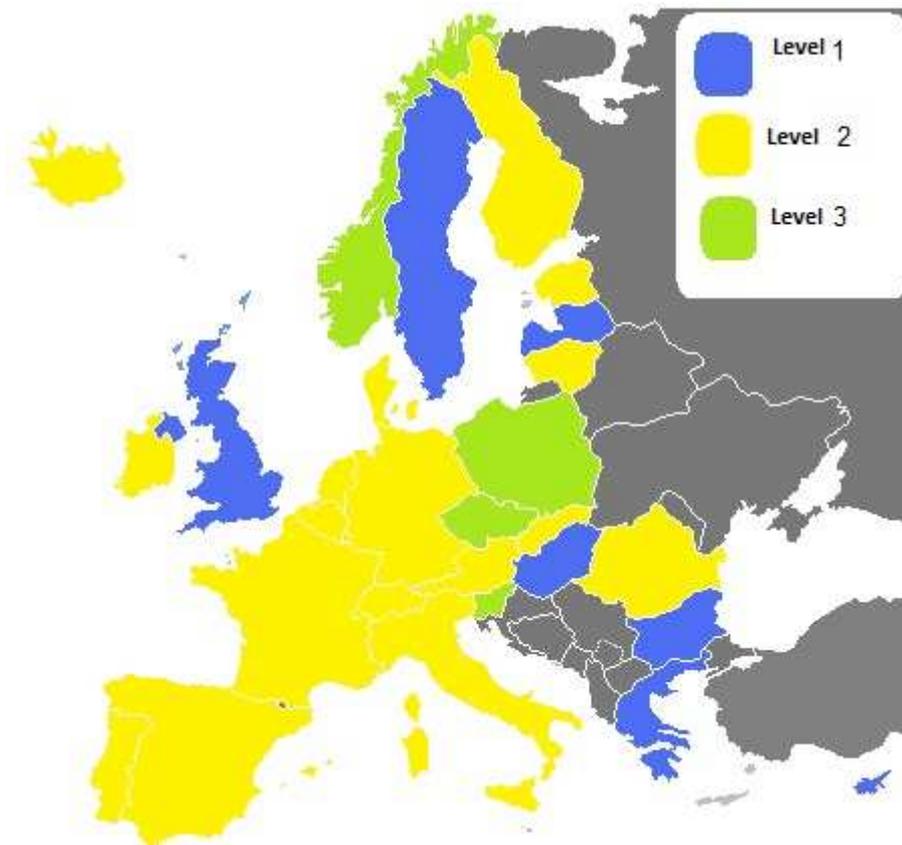
5 The names of the profession in Europe

Educators o pedagogues?

We find different terms to refer to the profession. In the countries of Latin tradition the term used is Social educators (Spain, Portugal, France, Italy, Luxembourg). We find common to all the Central European and Nordic Countries the term of pedagogues: Germany, Denmark, Estonia, Finland, Hungary, Slovenia, Lithuania and The Netherlands.

Social o specialized?

The term "Social" is referenced in the majority of cases. The denomination *spécialisé* (specialized) is used in the French-speaking countries. The origin of the use of the specialized term is in the own evolution of the profession in France, to differentiate it from the educator (or teacher) of national education (Chauviere and Fablet, 2001). We believe that this is the reason why in the French speaking part of Switzerland we can still find *éducateurs sociaux* and in Belgium to adapt to the French name, the Wallon Association changed the name of UPES (Union Professionnelle des éducateurs Sociaux) into APDES (Association Professionnelle des éducateurs Spécialisés) (Nolmans, 2008). We should have to mention that in Luxembourg and Italy the term of "graduate" or "professionals" educators is used respectively.

Others names

Norwegian Social Educators are named *Vernepleier* (those in charge of working with disable people) and *Barnevernpedagoger* (working with children and teenagers). In Iceland *Þroskaþjálfi*.

Table of names

Country	Name of the profession
Spain	Educador/a Social
Belgium- Wallons	Educateur(trice) spécialsé(e)
Denmark	Social Paedagogerne
Estonia	Sotsiaalpedagoog
Finland	Sociaaliohjaaja
France	Educateur(trice) spécialsé(e)
Germany	Sozialpadagoge – Sozial Arbeit
The Netherlands	Sociaal Pedagogisch Hulpverleners
Hungary	Szocialpedagogus
Slovenia	Socialni pedagog
Italy	Educatore profesionale
Lithuania	Socialinis pedagogas
Luxembourg	Educateur Gradué
Portugal	Educador Social
Ireland	Social Care Workers
Iceland	Þroskaþjálfi
Poland	Pedagog społeczny
Norway	Vernepleier / Barnevernpedagoger

In other States the profession is included within "Social Work" understood the term in its broadest sense. This would be the case of Sweden with the *Sociolnom* or Germany with *Soziale Arbeit.*

6 Analysis of the regulation of the profession

As indicated in the conceptual delimitation, we will consider as a regulated profession the one contrasted the information that appears in the database and which is provided by the competent authorities in the field of recognition of professional qualifications, achieving to locate the law which specifically regulate the profession.

On the other hand we will distinguish between those countries that regulate the figure of the Social educator entirety, which we have named as a polyvalent Social educator (nivel 2) and those which only regulate one of the specializations of Social education (level 3).

The results obtained indicate that the number of countries that regulate the profession of Social education in a comprehensive manner is limited, there are a total of seven countries (Slovakia, Finland, Lithuania, Switzerland, Italy, Iceland and Germany, although in the last, regulation is at the regional level). The profession is partially regulated in four countries: Slovenia (social pedagogue in the sector of health, counselor in colleges, pedagogue in institutions with children and young people with disabilities, pedagogue in residences), Norway (working with disabled people), Czech Republic (free time instructor, educator and teacher assistant), Poland (cultural animation pedagogue, means pedagogue, school pedagogue). We must however point out that in Slovakia although the profession of Social educator is regulated we can find other specific professions.

We should add the regulation of the profession of Social Work, since sometimes the Social education is included in it, although it is difficult to identify whether it's the Social worker or the general term "Social matters" category. These translation problems have also been identified in the analysis of the database of regulated professions in the European Commission. The competent authorities in the field of the professional recognition of the Member States have placed the profession in professional categories as diverse as "*Pedagogue Counselor*" (Pedagogical Advisor), "P*edagogues in students house*" (educator in student residences) or "*Child Care Worker*" (caretaker of children). That can be due to translation problems because sometimes the literal transcription in other languages is not correct, also to the lack of knowledge of the profession itself, as we have seen in numerous occasions when contacting the competent authorities or points of contact.

Below is the map of the regulation of the profession of Social Education in Europe:
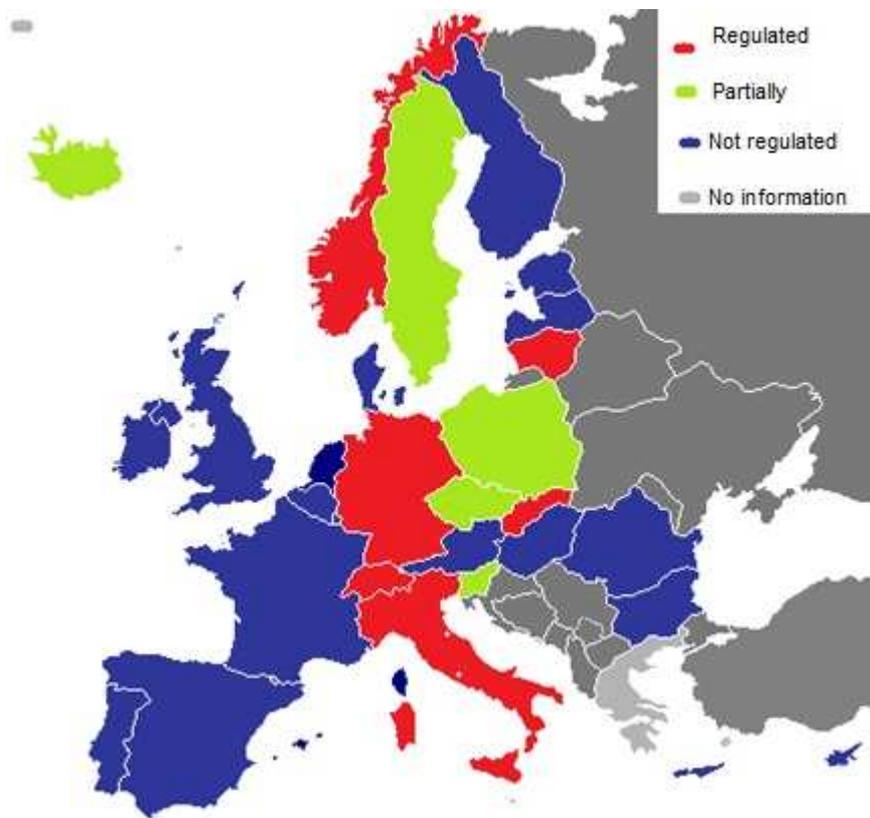
In spite of not being regulated, the profession exists in numerous Member States as a professional category. It is a classification trying to place all those elements which, even without the relevance to be regarded as a regulated profession, regulate the profession in some way (certification, tests, records...).

7 European professional Associations

7.1 Professional Associations at national level

The professional associations are a reality for the majority of professions and they are articulated in different legal forms (Julia, 2005). In this study we will use the term of "professional associations", although they differ from this status from the Professional Colleges which are a particular figure in Spain and the organizations of the Nordic countries, which have a dual function of *Trade Union* in the "classical" sense and P*rofessional association* working to improve the practice of the profession.

In 27 member states and Iceland, Norway y Switzerland, we find 13 specific professional associations at the State level for social educators. We have to take into account that in 7 countries an association of a partnership or different associations agglutinate social educators along with other professions, usually social workers (Finland, Germany, Norway, Switzerland, Bulgary, Slovakia and Sweden). In 10 Countries there is no organization of social educators (Belgium, United Kingdom, Malta, Cyprus, Romania, Czech Republic, Poland, Hungary, Greece and The Netherlands).
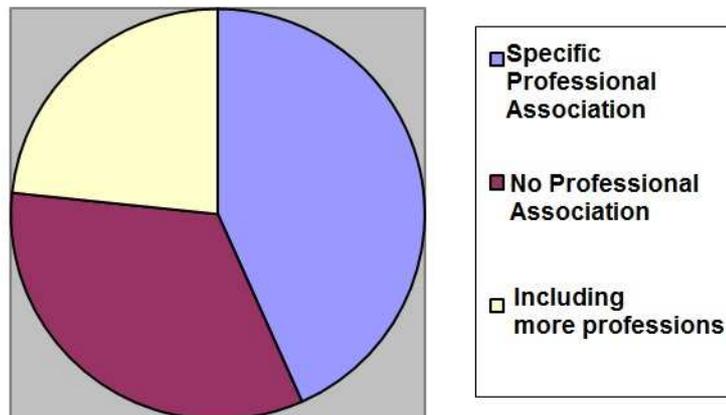
From these 20 Member States where there is some kind of professional association or trade union, nine of them are attached as members to the AIEJI (International Association of social educators) as can be checked in the next box, that presents a brief description of them:

Country	AIEJI member	Contact	Description
Denmark	YES	Socialpædagogerne www.sl.dk	They are 32,000 members. They work as a Union. They offer legal support, negotiation of the rights of the workers, professional development through networking. They publish a magazine every two weeks that talks about the profession as well as the economic and financial aspects that affect the area. They currently chair the AIEJI.
Slovenia	NO	Združenje za socialno pedagogiko www.zzsp.org	They are 385 members. The main activities are to inform about the social pedagogy at national and international levels, develop vocational training, organize training, seminars and conferences, promote and support different jobs or volunteer positions.
Estonia	NO	Eesti Sotsiaalpedagoogide Ühendus www.sotsiaalpedagoogid.ee	They are 98 members. The Association was created in 2005. They organize training and conferences. They cooperate with governmental institutions and the private sector and form part of different projects for the protection of children.
Ireland	NO	Irish Association of Social Care Workers www.iascw.ie	It has 350 members. Duties of representation of the profession against government departments and social policies. They perform four publications a year. They do not work as a Trade Union.
Italy	YES	ANEP Associazione Nazionale Educatori Professionali www.anep.it	They are almost 1000 members. The functions include the promotion of the profession in Italy and in the world, giving information, creating networks and supporting strategies previously decided every year in the Assembly. ANEP is involved in institutional negotiation tables, projects and services where social educators work (social services, health and prisons) at local and national level.
Austria	NO	BÖS Berufsverband Österreichischer SozialpädagogInnen http://boeshp.bplaced.net/	They are 500 members. They send two letters a year informing the members about the activities developed. At the moment the main area of interest is the claim of training at the university level.

Lithuania	NO	Lietuvos socialinių pedagogų asociacija www.lspa.lt	They are 200 members. The objectives are to ensure cooperation between institutions and the participation in the system of social support for children and their families. They develop numerous projects and social programs, funded through the EU's structural funds as well as national level. They hold seminars and conferences.
Luxembourg	YES	APEG www.apeg.lu	The are 463 members. They offer a professional liability insurance (included in the 39€ per year membership fee), publication of the magazine and website, conferences and workshops.
Latvia	NO	Federation of Latvian Social pedagogues (Latvijas Sociālo pedagogu federācija) www.socialais.lv	There is another association called Social pedagogues association of Latvia (Latvijas Sociālo pedagogu asociācija) which operates only in Riga. The Federation operates in all the country, it has 108 members although they estimate that there are approximately 1,000 people with the title of Social educator.
France	NO	ONES www.ones-fr.org	It is an Association of recent creation. They are 150 members. The fee is € 35 (€ 20 for students and unemployed). Its objectives are to promote the profession and represent social educators, to work for the recognition of the profession, to prepare a code of ethics, and to develop spaces for exchange and reflection. They have in mind to integrate into the AIEJI.
Portugal	YES	CNES - Conselho Nacional de Educadores Sociais www.createphpbb.com/cnes/	They are 500 members. The services provided include support and socio-professional advice; the organization of continuous training actions; the Organization of forums, congresses, seminars and other

			spaces for professional reflection; the defence and promotion of professional interests; and participation in other actions for the promotion of the profession in Portugal.
Spain	YES	Consejo General de Colegios de Educadoras y Educadores Sociales www.eduso.net	They are 11.309 members. It is a public law corporation integrated by councils or schools of autonomic social educators in the Spanish State. Services provided include ordering the exercise of the profession, represent and defend the professional interests, organize courses and other training activities, or provide legal support service to the members.
Norway	YES	Norwegian Union of Social Educators and Social Workers http://www.fo.no/	25,000 members including barnevarpedagoger (7,200), vernepleire (8800), social workers (9900) and other professions in the social sphere (180). They work as a Trade Union and professional organization. Its main activities are the negotiation of agreements and the promotion of the professions. It has offices in all regions.
Germany	NO	Deutscher Berufsverband für Soziale Arbeit www.dbsh.de	It Includes both workers and social educators (4% of the German social workers and social educators). Working with volunteers.
Switzerland	YES	Avenir Sozial http://www.avenirsocial.ch/	They are 3,600 members but they make no distinction between the different professions of the social sphere. The services provided are the edition of the profile of the professionals of the social sphere and the deontological code, two informational magazines (one in French and one in German), representation before national and regional authorities in social policy

			and training, legal protection and participation in labour agreements.
	NO	Syndicat suisse des services publics	Around 5.000 people working in the social scope in public institutions
Finland	YES	Talentia www.talentia.fi	They are 21.000 members. It is a subsidiary of Akava, a Confederation of trade unions for workers with higher education. The main activities are the social and economic protection of the members, the negotiation with public authorities and communication services.
Bulgary	NO	Bulgarian Association of Social Workers (BASW) www.basw-bg.com	300 members. They include Social workers and social educators.
Slovakia	NO	Association of Social Workers of Slovakia www.avsp.sk	They also include social educators and are interested in joining the AIEJI.
Iceland	YES	Throskatjalfafelag Islands http://www.throska.is/	600 members. It is at the same time a Union and a Professional organization.
Sweden	NO	Lärarförbundet http://www.lararforbundet.se/	Social educators are in four trade unions or different organizations including also other professions (Union of teachers, Association of graduates in different subjects, Association of Social Work, Association of workers at the municipal level).
	NO	Akademikerförbundet SSR http://www.akademssr.se/	
	NO	Sveriges Socialarbetera (YSS) http://www.yss.nu	
	NO	Sveriges kommunaltjänstemannaförbund https://www.sktf.se/	

The following chart shows the proportion of social educators members of any specific professional organization in which clearly stands out Denmark (which includes child educators) and Spain
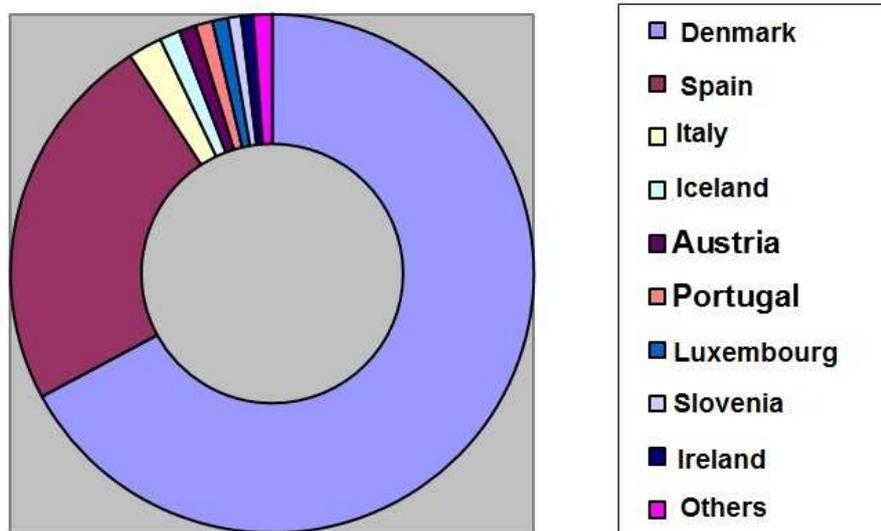
The total amount of social educators who are attached to any specific professional organization goes up to 47.665, although we must bear in mind that we find social educators who are members of other organizations, including more professions, or trade unions.

The professional organization of the social Educators in Belgium Wallonia disappeared, but there is an initiative to reactivate it with the name of APDES (Association professionnelle des éducateurs spécialisés).

In The Netherlands, there was the Phorza Association (www.phorza.nl) which was dissolved in early 2011. It included among other organizations, the social educators (NVSPH - Nederlandse Vereniging Voor Sociaal Pedagogisch Hulpverleners).

In addition to professional organizations we have found numerous blogs, websites, forums or pages in social networks that bring together Social educators in each country.

In most of the cases organizations have not defined competencies or areas of work of social educators. We can find some of the first ones in the study of formations, since its definition with the Bologna process is mandatory. Ethical codes are neither developed in most of the countries. Not all consider it necessary, since professionals ascribe to the code of ethics of their owns jobs (Sweden) or it is simply a non-written agreement (Denmark). (See annex 4. Competences, areas of work and ethical codes by countries

7.2 Professional associations at the international level

AIEJI (Association Internationale des Educateurs de Jeunes Inadaptés - International Association of Workers for Troubled Children and Youth (EAIO) .

It is an organization for the promotion of Social Education.

Its main objectives are the following:

- Join social educators in all countries and promote quality practices to ensure proper service to users.
- Encourage the richness of diversity to enhance the joint work of the professionals.
- Contribute to the development of vocational training to increase the competencies of social educators.
- Promote the organization of the profession of Social education and promote networking among members of the AIEJI to increase international collaboration.
- Emphasize professional practice and educational methods based on the declarations of the United Nations and the rights of the child.

The most important services provided are as follows:

- Global Network: tool of public messaging between social educators that can be used to make announcements and consultations, as well as establish contacts with members of other countries.
- Newsletter: published approximately once a month. It contains the activities and experiences of the members, as well as relevant news.
- Publications: AIEJI publishes documents related to the profession of social educators. These publications are trying to define the profession, work areas, values and ethical guidelines. In this sense we have to mention the realization of a common platform in 2005, which includes a brief introduction of the educational work, professional skills and ethical demands of the profession at European level.
- Statements: The Association has made various statements, previously passed in World congresses. Each statement reflects the development of the AIEJI as well as the most significant challenges of social educators in the context in which occurred.

Other professional organizations and related associations

ENSACT (European Network for Social Action)

It is a social lobby social before the EU. It organizes conferences. It is composed by : EASSW, FESET, FICE, AIEJI, ICSW, IFSW.

ENQASP (European network for accreditation of quality of the resumes of the social professions)

It is a seal of quality of the training. It is composed by EASSW, FESET, FICE, AIEJI and CESSNETMACESS.

FESET (European Social Education Training)

FESET is a European Association of training centres for socio-educational work. Its objectives are promoting training on socio-educational features, ensuring the representation of training centres against the EU institutions, the Council of Europe and other international organizations, promote exchanges between centres of training and mutual recognition of diplomas.

It is represented as a NGO in European and international bodies, supports research and European studies, collaborates with other associations and supports and works in each of the participating countries and at European level in the development of the regulation of the profession.

FICE (Internacional Federation of the Educative Community)

FICE is an international organization founded in 1948 under the patronage of UNESCO. It is a member of the Group of NGOs United Nations in the section of the children's rights. Its objective is to create networks between continents to support actions in the field of children at risk of exclusion, children with special needs and children in residential centres

ICSW (International Council on Social Welfare)

The ICSW is a worldwide non-governmental organization 822/87(5) representing organizations from around the world actively involved in programmes for the promotion of the well-being, development and social justice. They carry out meetings every two years, publications and training.

IFSW (International Federation of Social Workers)

The objectives of the Organization are the promotion of the Social Work profession through international cooperation, especially in what concerns the professional principles, standards, ethics, human rights, recognition, training and working conditions, it promotes the establishment of national organizations of Social Workers or professional associations of Social Workers and, when necessary coordinating bodies wherever there is no presence of these; supporting Social Work organizations to promote the participation of the Social Workers in the planning and formulation of social policies at the national and international levels, recognition of Social Work, increasing training in Social Work and the own principles and professional standards

The Association is composed mainly by social workers, although in some languages they are using the term Social Work in a broad sense, therefore include social educators, as we can see in the translations into various languages of the current definition of Social Work: *Travail Social* in French, *Soziale Arbeit* in German, *Trabalho Social* in Portuguese. In Spanish they translate it as *Social work*. Within the definition of Social Work the Social pedagogy is included as one of the methodologies used.

Among its members are organizations that also include social educators: BDSH Association (Association of educators and social workers of Germany), BASW (Bulgarian Association of Social Workers) or the FO (Norwegian Union of Social Educators and Social Workers).

EASSW (European Association of Schools of Social Work)

Within the same appear organizations that involve social educators as it is the case of FESET (Formation d' éducateurs Sociaux Européens) and AFORTS (Association Française des Organismes de Formation et de Recherche en Travail Social- French Association of training and research in social work). It maintains a close collaboration with the IFSW.

8 Case Study

8.1 Germany

The Länder (regions) are responsible for the regulation of the *Soziale Arbeit* (social work), so there is a wide range of regulations and there are no professional standards at the State level. They establish the conditions so that a person can use the title of *Soziale Arbeit* (Social Work) that includes two professions: *Sozialarbeiter* (social workers) and *Sozialpadagogen* (social educators). The history of the terms is clearly different and indeed the cradle of the Social pedagogy is Germany, however the terms are increasingly more juxtaposed and no distinction is made with the process of Bologna on the majority of universities and they form a joint title in *Soziale Arbeit*. The instruction is performed in the "University of Applied Sciences" (old "*Fachhochschulen*"). It should be pointed out that a great deal of the formation of the *sozialarbeit* is in Social pedagogy, whereas the *sozialpedagogues* would be more focused on matters of management and the professional equivalence with other countries (such as Spain) is confusing.

Almost two-thirds of graduates in *Soziale Arbeit* work on private social services. In the public sector the 79% works at the municipal level, the 2% in te regions and just 1% in the central Government. Only 4% of the *Soziale Arbeit* are involved in trade unions or professional organizations. The most important professional organization (DBSH) includes the two professions.

8.2 Austria

As in Germany, social educators and social workers fall under the term *Soziale Arbeit* where they meet in common areas of work. It is a recognized profession that has a set of educational and practical competencies and defined work areas. They have a collective agreement for the professions in the social area. There are different ways to access the profession, both from vocational training from the universality through masters (currently they are called M*aster* of A*rts*) in the *Applied University*. They have a professional organization (BOÈS) which is working to consolidate the training at university level

.

8.3   Belgium

The situation is clearly differentiated between the two main regions, Flanders and Wallonia.

In the first one, it seems that the professional figure of social educators corresponds to the profession called *opvoederbegeleide*r, which has a formation of *Orthopedagogy*. These work in the field of disability but also with children (children centres), areas of Psychiatry, elderly people in nursing homes, homeless, inclusive education. However there is the figure of the "*youth workers*" and the "*community workers*" who perform similar tasks to the social Educators'. At the theoretical level, there is a debate around the Social pedagogy, due to the questioning of the relationship between the individual and society.

In Wallonia the situation of social educators in the professional field is even more consolidated than the French, because they have a detailed description of their areas of work and competences. They are currently in the process of forming the Organization of social educators.

8.4   Bulgary

Training has different programmes called "social activities": social educators, social workers, management of the social... However in practice there are no differences between professions. When you choose to work the only requirement is the diploma and there is no connection between theory and practice. The majority of social services are managed by the State, since it's a highly centralized system, even with regard to the municipalities.

They are translated as Social Workers due to the American influence. However, most of the training is in Social pedagogy, so the majority of the members of the professional organization BASW (Bulgarian Association of Social Workers) are social educators.

8.5 Cyprus

There is the profession as such. Social Work is recognized and there is a register for that; on some occasions the certification of Social education of Europeans who wish to practice in the country has been validated. It is a case similar to the situation in the United Kingdom.

8.6 Denmark

The Union SL groups them and chairs the AIEJI. Unlike the rest of the States, the proportion is bigger than the social workers and other professions in the field of the social. They are working on the definition of areas of work and competences that have some peculiarities with regard to other countries because they deal also with what we know as early childhood education and child care. They are more abundant in areas of work such as residential facilities for adults and children and municipal administration. They do not have code of ethics since there is an unwritten link in its philosophy.

8.7 Slovenia

The profession is not regulated but that there are several specific: Social pedagogue in the sector of health, counselor in schools, pedagogue in institutions with children and young people with disabilities, pedagogue in residences. The first belongs to the health and the rest to the education sector. They have a professional association

8.8 Slovakia

The profession is regulated, and also some that are in its scope. He is currently reviewing its regulation by the law of the Ministry of education no. 437/2009 "Law of the minimum requirements of employees in pedagogy". He has no professional organization. Some authors suggest that there is a process of convergence between Social Work and Social education. The social educators work in schools for prevention and counseling and special organizations such as diagnostic, therapeutic and re-educational centers. It is expected they integrate the school system from kindergarten to high school, but it still have not been performed for financial reasons.

8.9 Spain

In recent decades the profession of educator or Social educator has experienced an important development with democracy and the progressive implementation of the welfare state. Currently training exists at the college level through the Bachelor's degree, which is being adapted to the Bologna process. The majority of professionals are members of the Professional Colleges in the autonomies, that act as public law corporations. They have defined the functions and competences and the code of ethics. The profession is not regulated but at certain times (for example to access to positions in the civil service administration) it is necessary to be a member of the professional associations.

8.10 Estonia

The situation of Social education is worse than in the nearby countries, Lithuania and Latvia. They have professional organization and training at university level, occasionally specific especially in relation to the second cycle, and in others under the umbrella of the *Bachelor* of *Social Work*. It is not a regulated profession or with defined professional standards, causing uncertainty in the professional development. This year, social educators have begun to work in schools and institutes.

8.11 Finland

The profession is regulated and they have university-level training whose degree in English is *Bachelor of Social Sciences*. They work in hospitals, day centres and education infant-nursery rooms in homes for children, institutions for children with mental disabilities, as in the case of Denmark.

8.12 France

Although Social education has a great tradition, it is not a regulated profession. The national organization of social educators (ONES) following the amendment of training which would become university level has recently been created. The draft of the new formation of 180 ECTS has already been published in the French Official Gazette. However, trade unions have not signed it yet, because it is recognized with a level 6 (within the European framework of professional qualifications) and a lower level in France, what would mean not being able to change to a higher professional category. They contemplate that the training is carried out in the *Ecoles de Travail Social (Social work schools)*, they are a particular French equivalent to

the University level. The training would be common for *Social Travail* (Social work), and then they would specialize in different branches: *éducateurs especialices, assistants sociaux, educateur jeunes enfants and consellier in economie sociale et familialle*, (Specialized educators, social assistants, youth educator and counselor in familiar and social economy) without implying the disappearance of each one of the professions.

8.13 Ireland

Irish social educators Association conducted an intense debate about its name because there is not an exact English equivalent. Finally they decided to be called *Social Care Workers*, although they are aware of picking up the legacy of the Social education of continental Europe. However we must note that in United Kingdom the term Social Care Workers is not recognized directly as Social education.

They are currently in process to redirect the professions within the social sphere under the Directive 200536CE. Initially it was planned to regulate and create a record for 12 professions including Social education but only a first group has been regulated (most belong to the health sector, including Social work) and they are waiting for the second regulation in 2012 creating a professional register through CORU–A (*Health Social Care Professionals Council*).

8.14 Iceland

Profession regulated with university training. After completing studies, it is necessary to pass an examination in the Ministry of health to be able to exercise the profession. The term Social pedagogy is not used, the professional figure of the *Þroskaþjalfi* works in the field of children and also with disable people.

8.15 Italy

The "Educatore Profesionali" are professionals who are specifically framed in the health sector. It is a regulated profession, they have a strong professional organization (ANEP) and code of ethics. They are currently reviewing the definition of their competencies.

8.16 Latvia

They have two professional organizations. Social educators working primarily at the local level and also in schools where they are hired by the State. The key areas of work are youth centres, orphanages, homes, social services, police, arrested people or monitoring people on parole.

The major problems the profession has are related to the lack of legislation and coordination at the national level for educational activities. There is no law regulating the profession, only professional standards.

8.17 Lithuania

The profession is clearly regulated and they have had a professional organization for 10 years. They are currently participating in the elaboration of the Education Act.

8.18 Luxembourg

Similar situation to the social educators in the French-speaking countries. It has a professional organization. At the moment the social professions are being regulated. They are going to collaborate with the University of Luxembourg in defining competencies, possibly available next year.

8.19 Norway

We distinguish two professions that can be accessed from the Social education: *Vernepleire*, regulated profession within the scope of the disability and *Barnevernpedagoger* (childcare educator), non regulated profession, to work with children and teenagers. They have

professional organization, counting with the half of them and including also social workers. The majority of social educators work in the municipal scope (66,77%).

8.20 The Netherlands

We find two types of formations:

On one hand there are 6 specialities within *Bachelor of Social Work* , one of them is Social Pedagogy, fruit of the restructuring of the Social Work in the 1990s. However nowadays a reduction of specialties to more generalist positions is taking place to include them in Social Work but it seems that there are differences between the fields of Social work, social education and *Community Work*. The training in this case is called SHP, *Sociaal pedagogische hulperling* and it appears in the title and jobs mention this specialization too. The organization that integrates them, Phorza (www.phorza.nl) has only lasted a year and has disappeared.

At the University level we find training in pedagogy. Most are *orthopedagogos*, who work with people with psychic disorders and are equivalent to the German *heilpedagogues*. We also find pedagogues in teaching, who work directly with children and parents in educational institutions or in institutions for youth assistance, and pedagogues working with young people with problems with the law. It seems that psychologists also perform many tasks related to Social education.

8.21 Poland

It does not exist as a regulated profession nor as professional category. They understand the work in the social field as the practice of the knowledge of Social pedagogy. When they finish their studies in social pedagogy they are "social pedagogues" (*pedagog spoleczny*) but there is no profession as such. So usually they do not make any differences between workers in the social sphere (*pracownik socjalny*) and social work is understood as a broad concept, like "working in the social area" or "working with social actors". Social pedagogy in Poland is a theory (built as a result of practical action, a set of methodological theories) and an academic discipline. There are three fundamental currents that are taught depending on the academic centres in Poland: as the theory of social work practice , as theory of the community work (community work outside institutions) and as a theory of primary care (homes for children, institutions). Closest to Social education would be the linked with community work and it is taught in the Department of Social pedagogy in the University of Lodz. There is no professional organization nor they have defined work areas.

We find a classification of regulated professions where there are several professions related to Social education which can be accessed after acdquiring training: *Pedagog medialny* (mediator), *Pedagog animacji kulturalnej* (educator in cultural animation) and *Pedagog szkolny* (educator at school).

8.22 Portugal

The profession is not regulated. The professional organization (APES) has no prospects for the future about having it regulated, taking into account that there are other professions in nearby areas the Social education that also demand Regulation (technicians in social service, sociologists, etc.). The Assembly of the Portuguese Republic is limiting the regulation of professionals since it considers there is an excess of professions regulated in Portugal at the moment. They have code of ethics which is being reviewed at this time.

8.23 Romania

The institution of reference is the Pestalozzi Foundation, which was created in 1996 and began teaching training at pre-university level for social educators. Only the formation of this Center is accredited. They are currently working with a University in Denmark to create training at university level. There are numerous difficulties to create a professional association.

8.24 Sweden

There are few social educators compared to social workers in Sweden. The discipline is within Social Work (*sociolnom*). In general, there is only the Bachelor degree of Social Work (before they had *social care and socionom*). In most cases students may specialize in Social pedagogy. The University of Wes is the only one where the program of Social Work specializes in pedagogy, in line with the tradition of the formation of social educators in Europe.

There are training specialties two of which are linked to Social education. Although they are educated in them, graduates do not considered themselves as Social education professionals. The professional code of ethics that follow is that of his own work. They have no professional organization but they are associated in four different Unions. Students who are specialized in

Social pedagogy are included in the category of *socionom* making it impossible to distinguish them. In 2007 there were 31.056 people with the professional title of registered *socionom*.

8.25 United Kingdom

The profession of Social work educator does not exist. There has been a growing interest by the continental Social education since 2006, especially in working with children, and pilot experiences have been developed with Germany (*Thempra Network or London Thomas Coram Research Unit of the Institute of education, University of London*) and Denmark, through the recruitment of workers from these countries and courses for the employees of the social services in local institutions. In the United Kingdom on the one hand they are in a process of inter-profesionalization and convergence between the different professions of the social field (such as Social work, Social education, work with young people) and at the same time the nature of the individual professions is fading away.

The reason why in the United Kingdom there is no Social pedagogy could be, according to some authors, because of the tendency to rely more on the development of skills and broad techniques of the social services. Others point out that the socialization through education implies that Social pedagogy may be directed to the needs of the nation (ideology of domestication) and therefore they do not accept the interpretations and the interaction between the individual and the State which raises Social pedagogy.

There is a great diversity in training and the lifetime of it, which is aimed at certain groups of age or particular forms of work, with less emphasis on the pedagogical training.

We found four professional records for the Social Workers and Social Care Workers in each of four regions (these last do not present the same connotations than the Irish): *Scottish Social Services Council, Care Council for Wales, Northen Ireland Social Care and General Social Care Council (England)*. The last will disappear in 2012 to move to the Health Professional Council. Foreign social educators who want to work in the United Kingdom need to enroll in professional Social Work records, performing an analysis of their training and individual professional experience. We are aware that there are no problems for the accreditation of German or Danish social educators, but in the case of the Spanish is more difficult, although efforts are being made to take into account the training in Social pedagogy in Europe.

8.26 Czech Republic

The profession exists even though it is not regulated and also training at university level. There is no professional organization. Conducting studies of Social pedagogy you can access to three professions which operates in different areas: schools, special education and education in leisure and free time facilities (*assistent pedagogua, pedagog volneho casu and vychovatel* respectively). They are currently defining competencies in training from the University, from which they intend to create the *Česka pedgogicka společnost* (CPdS) (Czech Association of pedagogical research).

8.27 Switzerland

Formation regulated, although significant differences from one canton to another. They make distinction between the professions in the scope of the social (*éducateurs sociaux, assistants sociaux, éducateurs techniques, éducateurs de la petite enfance-Social educators, social assistants, technical educators, early childhood educator*) even though all fall under *Social Travail – Social Workl*. So, there are no specific professional organizations and the code of ethics and the definition of competences are applied globally to all the *Travailleurs sociaux-Social Workers.*

9 Conclusions

When analyzing the profession of Social education in Europe we are witness to an important heterogeneity due to different historical, cultural and social factors. This fact, together with the problem of the language by means of intermediate translations into English or directly in the languages of reference, hinders the understanding of social services and the status of the profession of Social education in the vast majority of the European countries. It is difficult to determine the specific connotations of the terminology as we have seen when analyzing the database of regulated professions, the laws under which they are regulated, the specific professions of Social education that are not repeated in other countries, the educational system and training or tradition and functioning of the professional organizations.

The paradigm is represented by the term Social Work, which could be translated as Social work or interpreted as "Work in the social matters". This is because in the United Kingdom there is not the profession as such and we find a wide range of confusing terminologies. As example we could mention the French case in which we find the - *Travail Social*-social work concept that includes various professions such as *education spécialisé* (Social education) or the *assistance sociale* (Social work). However in English *both Travail Social and Assistance Social* categories translate commonly as Social Work. In Spanish is added the problem of the absence of a comparable term to Social Work, understood as a broad concept so differentiation is even more ambiguous. In Germany and in Austria the term *Soziale Arbeit* (Social Work) includes two professions: *Sozialarbeiter* and *Sozialpadagogen* but with changes in the field of training *Soziale Arbeit* is becoming the designation most common which includes both professions. In other Countries such as Sweden, Poland, Bulgary or Slovakia the translations of *Social Work* are also complex since they are based on a much broader concept, which includes the Social education. We find other names under which the profession is translated in occasions such as "*community work" or "youth work".*

In this sense, we find a broad debate concerning the use of the term *Social Pedagogy*, as they point out different authors may refer to a profession, a science or a theory within the social sciences, i.e. the social pedagogy understood as a methodology of Social Work. All this is reflected in the area of training, which also shows a deep heterogeneity: University and pre-university level, degrees with specializations in Social education, or specific masters... This

becomes a complex picture, because in some occasions the title is not linked to the existence of the profession as we understand in Spain.

There are three premises to determine the complex relationship between the Social education and Social Work in the different countries:

- If they are different concepts with different fields of action, in which Social Work would be translated as Social work.
- If the two concepts and professional functions are similar, having to determine if the profession of Social Work is understood as "Work of the social matters".
- If Social Work is a broader concept, "Work of the Social", and the Social education one of the professions subordinated to it.

The profession of Social education in Europe as different and recognizable figure exists in the majority of countries in Europe (taking into account that we have 27 member states of the European Union, plus Norway, Iceland and Switzerland where the directive 200536CE is applicable, and Belgium was studied separately in its two regions- Walons and Flemish-). In other States, we find two opposite trends in relation to the profession. In the first the profession is framed at a higher level, with the term Social Work to which we have been referring, understood as "the work of the social matters". In the second it is at a lower level where professions are specializations within Social education referred to specific areas of the discipline. Thus, we have classified the countries according to a scheme on three levels:

- Level 1: The profession under Social Work
- Level 2: The profession of Social Education polyvalent
- Level 3: The profession of Social Education specialized

In the first level, it is necessary to perform a comprehensive analysis rather than perform the direct translation of the term Social Work. The countries framed are United Kingdom, Bulgary, Cyprus, Hungary, Latvia, Malta, Sweden and Greece.

In the level 2 there are the countries where the figure of the Social educator is understand as we do in Spain, occupying very different spheres of action and this is why we call it as versatile or polyvalent. They are a total of 18 States: Spain, Slovakia, Finland, Italy, Lithuania, Germany, Austria, Belgium, Denmark, Estonia, France, Ireland, Luxembourg, The Netherlands, Portugal, Romania, Switzerland and Iceland.

Not all the Countries included in this level have the same degree of professionalization. In seven States the profession is regulated. In others they are simply recognized as professional category, regulated in some way by carrying out official examinations, professional registers, accreditation of training to access to public posts, etc. There are also certain states in which the profession is barely developed and recognized in relation to the Social work, as in Austria or Romania, or tends to melt with other professions in a broad concept of Social Work, as in Germany or The Netherlands.

In addition, we should point out that there are some differences in the areas of work. For example, in Denmark the social educators are also professionals identified in other countries as teachers for early childhood or in Italy the profession of social education - *educatore profesionali* -belongs exclusively to the field of health.

The term used in the Latin language countries is "Educators" (Spain, France, Portugal, Italy, Belgium Wallona, Luxembourg). However in most of the Nordic and Central European countries the term of "Pedagogues" prevails (Denmark, Estonia, Finland, Germany, Hungary, Bulgary, Sweden or Lithuania). Nearly all are referred to as 'social', although there are some exceptions in the French tradition (specialized), Italian (professionals) or in Luxembourg (graduates).

Level 3 is more complex to identify, since sometimes it's for specific professions of a state that are not repeated in any other. To access them you need to have certification of Social education that may or may be not be exclusive. A total of 4 Countries have regulated one or several specific professions in Social education (Slovakia, Norway, Czech Republic and Poland). In the first three cases they are professions of Social education among the health professions.

With respect to the professional associations, we find twenty organizations that present different legal forms, ways of doing and composition. Nine of them are part of the International Association of social educators (AIEJI) and two of the International Federation of Social Workers (IFSW). In general, we can say that there is not a strong professional associationism: in the majority of the cases they do not have professional staff, are newly created, non-specific but including Social work and other professions (seven institutions in total), there are hardly any organizations that have defined codes of ethics and professional competencies... It is enough to point out that in countries with a long tradition in Social education as Germany

and France we have found that a fraction of social educators are assigned to them (a 4% in the first including social workers and 150 members in the second). In this context, only in Spain professional colleges exist, and it is also the country where professional associations are stronger together with Denmark.

Social education in Europe presents a fragmented picture. With the reform of the European higher education area (Bologna process with implementation of the system of Bachelor and master) titles are increasingly more diverse and lead towards micro-specialities, not only within the Social education, but in relation to all the professions of the social.

In the context of a European Union that is seeking to amend the single market to foster professional mobility it should be a greater effort to define competences, areas of action and regulation of the professions within the scope of the social, since all this has a direct impact on the quality of the service given. The regulation of the profession of Social education contributes to the construction of a European Union more social, fair and supportive, since it's a profession that from its definition, defends human rights, responds to the challenges of European social cohesion and fight against poverty and exclusion.

10 Bibliography

Baistow, K. (2001) "What can we learn from inter-country comparisons?" *Social Work in Europe, Volume 7, Number 3.*

Bernard, R. (2010) "Social pedagogy in a professional Norwegian child welfare context" *Revue de FESET, nº18/19.*

Boddy, J: y Statham, J. (2009) "European Perspectives on Social Work: Models of Education and Professional Roles". *Thomas Coram Research Unit*, Institute of Education, University of London.

Bodnár, G. y Riez, A. (2011) "Identity questions of professor in social pedagogy training" *Revue de FESET, nº 20/21.*

Caride Gómez, J. A. (2007) "Social Pedagogy in front of the process of European Convergence in Social Education" *Social Pedagogy , nº 14* pp.11-31 (Pablo de Olavide University, Sevilla).

Cederlund, C. (2011) "The premise of normality – social pedagogical challenges" *Revue de FESET, nº 20/21.*

Chauvière, M. y Fablet, D. (2001) "L'instituteur et l'éducateur spécialisés. D'une différenciation historique à une coopération difficile". *Revue Française de Pédagogie*, nº 1134 », janvier-février-mars 2001, pp 71 – 85. *«The teacher and the educator. From historical differences to cooperation »*

Christensen, J. (2010) "Development ecology in German Social Work" *Revue de FESET, nº18/19*

Couseée, F; Bradt, L; Roose, R. y Bouverne-De Bie, M. (2008) "The emerging social pedagogical paradigm in UK child and youth care: deus ex machina or walking the beaten path?" *British Journal of Social Work,* pp. 1-17 (Oxford University Press).

Courtney, D. (1999) "Social Care and the European Dimension" *Irish Journal of Applied Social Studies:* Vol. 2 Iss. 1; Article 8.

Eriksson, L & Markström A. (2003) "Interpreting the concept of social pedagogy". *Perspective and theories in social pedagogy.* Pp. 9 – 23.

Ewijk, H van (2004) "Characteristics of Care and Social Work" *European Journal of Social Education*, 7, pp. 83 – 89.

Fernández, M. Deputy Director General of the Ministry of Economy and public finances of Spain. "The Spanish perspective: checking the foundations of the regulated professions". Hearing of public consultation on the directive of professional qualifications in Brussels, February 21, 2011.

Fermoso Estébanez, P. (2003) "Social Pedagogy or Social Education science? Socail *Pedagogy. Universitaty magazine. Nº 10 Second era, pp. 61 - 84*

Freitas, M. J. (2004). "The challenges in Europe: A critical discussion on the opportunities for Social Work Education in the Netherlands". *Social Work Education in Europe: Towards a stronger research-orientation. European workshop, University of Applied Sciences Magdeburg-Stendhal.*

Freitas, M. J. (2006). "Social Professional Education and Work in The Netherlands" Nueva versión de *European Social Work: Commonalities and Differences (Campanini A. y Frost E.) (2004).*

Friedshahan, G y Ehlert G. (2004). "Social Work in Germany". *European Social Work – Communalities and Diferences.*

Friedshahan, G. y Kantowicz, E. (2005). "Social pedagogy: A Paradigm in European Social Work Education. German and Polish perspectives". *Children, Young People and Families. Examining Social Work practice in Europe.*

Fullana, J; Serra, C.; Pallisera, M. (2011). "The social professions in Spain: past and present". *Revue de FESET, nº 20/21.*

González Cueto, T. "The concept of regulated profession referred in the document of the Organization of University studies in Spain". Ministry of Education and Science. April 11, 2007"..

Halleux, M. (2007) "Le métier d'éducateur : trajectoires sociales et construction identitaire » Tesis doctoral. Université Catholique de Louvain-la-Neuve- Faculté de psycologie et des sciences de l'Education.   *"The profession of educator: social trajectories and identity-building" Doctoral thesis. Catholic University of Louvain - Faculty of psychology and*

educational sciences.

Hallstedt P. y Högström (2005) "The recontextualisation of Social Pedagogy. A Study of three curricula in the Netherlands, Norway and Ireland". *Malmö Studies in Educational Sciences*, Nº21 (Holmbergs).

Hämäläinen, J. (2003) "The Concept of Social Pedagogy in the Field of Social Work" *Journal of Social Work 3 (1)* pp.69-80 (Londres).

Hämäläinen, J. (2004) "Developing social pedagogy as an academic discipline". *En Gustavsson et al. Perspectives and Theory in Social Pedagogy.*

Horwath, J. y Shardlow, St. (2000), "To interpret or translate? That's the question". *Social Work in europe 7 (2), pp. 36- 41.*

Huppertz, N. (2003) "Training for social professions in the federal Republic of Germany. Educators, social pedagogues, social workers, licensed in pedagogy and Social Pedagogy doctors" Social pedagogy. Interuniversity journal. NO. 10. December 2003, pp. 161-170.

Hroncová, J. (2010). "Social pedagogy in the Slovak Republic in Theory and Practice – Genesis and Present State" *The New Educational Review, Vol. 22, No. 3-4, pp. 55 - 67*

Hroncovd, J. (2003). "The relation of social pedagogy and social work" *The New Educational Revieuw, Volume 1, pp. 51 – 61.*
Julià, Toni. (2005). "Participation and inclusión. Politicas challenges. A visom from Europe". Lecture on XVI Wordl Congress of Social Educators. AIEJI; Uruguay. RES, Social Education Magazine N. 12, Januaryt 2011.

Kornbeck, J. (2002) "Reflections on the exportability of Social Pedagogy and its possible limits" *Social Work in Europe, volume 9, Lumber 2.*

Kornbeck, J. (2005). "Will have the convergence a new point of starting? Ideas to compare the changes in education for Social Work in the European Union" *Portularia Vol. V* (Huelva University)

Kornbeck, J. (2008) "Researching Social Work Professionalization in the Context of European Integration" *Social Work in Europe, Vol. 5, nº 3* pp. 37-45.

Labonté Roset, Christine (2006). "The formation in Social Work in Europe. Social actions and research" Nº Extra 1, 2006. pp 13 -31

Lanen, M. van (2008) "Peeping at peers, A cross-national study of professionalism in Social Work" *European Journal of Social Work 11:4,* pp. 469-473.

Laot, F y Marynowicz-Hetka (2009). "Education sociale en France et pédagogie sociale en Pologne au début du XXème siècle" *The Social Question and Adult Education.* Pp. 107 -124. "Social Education in France and Social Pedagogy in Poland at the beginning of 20Th century". *The Social Question and Adult Education.* Pp. 107 -124.

Leino, M. (2002) "Social pedagogy in the context of Social Work" *European Journal of Social Work, Vol. 5, No.3*

Lethbridge, J. (2007) "Changing care services and labor markets" Paper prepared for the EPSU social Services seminar, Athens 10-12 June 2007. University of Greenwich

Lorenz, W. (2004). "Towards a European paradigm of Social Work – Studies in the history of modes of Social Work and social policy in Europe".

Mariusz, G. (2008). "Professionalization of the social crafts. Social Work: the case in point". Contemporary developments in social protection and Social Work. Professionalization, deinstitutionalization and reforms. (Faculty of philosophy – Skopje, Editor: Bornarova, S.) pp. 93 – 105.

Mariusz, G. (2006). "Professional Action in Social Work – An Interactional Perspective" Face of research on European Social Development. Community Work, Civil society, and Professionalization of Social Work. Pp. 287 – 297.

Marynowicz-Hetka, E. (2007) "Développement du concept. Le passée dans le présent et dans le future" La contribution de la Community Education à une Europe Sociale (Euroepan Centre for Community Education) Editors: Friesenhahn, G; Lorenz, W.; Seibel, F. pp. 69 – 87. "Concep development. The past in the present and in the future" .Community contribution to a social Europe education. (Euroepan Centre for Community Education) Editors: Friesenhahn, G; Lorenz, W.; Seibel, F. pp. 69

Marynowicz-Hetka, E. (2003). "Les approches transversales dans le processus de la disciplinarité de la réflexion sur le champ de l'action dans le domaine social". *Social Work education and practices in today's Europe. Challenges and the Diversity of responses,* pp. 657- 664. "Cross-sectoral approaches in the process of discipline of the reflection on the scope in the social field". *Social Work education and practices in today's Europe. Challenges*

and the Diversity of responses, pp. 657- 664.

Marynowicz-Hetka, E. (2005) "Creating community through the use of search projects and Social Work education. An example of International (European) cooperation". *De- and Reconstruction in European Social Work (Institut für verglichende Sozialarbeitswissenschaft und interkulturelle/internacionale Sozialarbeit, vol. 5)* pp. 131 -143.

Marynowicz-Hetka, E. (2007) "Towards the Transversalism of Social Pedagogy". *Reframing the Social – Social Work and Social Policy in Europe.* Pp. 85 – 103.

Marynowicz-Hetka, E; Piekarski, J. y Wagner, A. (1999). "Issues in Social Work – An Invitation to a Discussion". European dimensions in training and practice of the social professions. Pp. 11 – 29.

Nordik Forum For Social Educators (2001) "Social education and social educational practice in the Nordic countries".

Nolmans, M. (2008) "Evolution, diversion and complexity of the professions of the social". *Travail-Emploi-Formation.* nº8.
Ortega Esteban, J. (2005) "Social Pedagogy and school pedagogy: Education in the school" *Revista de Educación,* núm. 336, pp.111-127.

Paget, B., Eagle, G., Citarella, V. (2007) "Social Pedagogy and the Young People's Workforce. A Report for the Department for Education and Skills". Social Care, Children's Services and Management Associates (CPEA).

Petrie, P.; Boddy, J.; Cameron, C.; Heptinstall E.; McQuail S.; Simon A. y Wigfall V. (2009) "Pedagoy – a holistic, personal approach to work with children and young people, across services". *Thomas Coram Research Unit*, Institute of Education, University of London.

"First Works of the Common Platform for Social Educators in Europe". (2005) Oficina Europea de la Asociación Internacional de Educadores Sociales (AIEJI).

Quintana Cabanas, J. (1991) "Social Education in Europe" *Revista Complutense de Educción,* Vol. 3 (Universidad Complutense de Madrid).

Quintana Cabanas, J. M. (2003) "Social Pedagogy in Germany" Pedagogía Social. Revista interuniversitaria. Nº 10. Diciembre 2003, pp. 171 – 180.

Remard, E. (2010) "Quelle place pour l'éducation spécialisée parmi les métiers de

l'humain ?" Séminaire FESET Aproches socio-éducatives dans les professions sociales (Osnabrück 22-24 avril 2010). What place for specialized education among the human professions? .Séminaire FESET Aproches socio-éducatives dans les professions sociales (Osnabrück 22-24 avril 2010

Sáez Carreas, J. y García Molina, J. (2004) "The State as key actor in the profesionalization of Social Educators: from social policies to needs" *Pedagogía Social. Revista interuniversitaria nº11.* pp. 135 – 163.

Sáez Carreas, J. (2005): "Profesionalization of Social Educators: building up a technical model for studying". *Revista de Educación*, núm. 336, pp. 129 – 139.

Scarpa, P y Corrente, M. (2007) "European dimensión of the Social Educator". *Pedagogía Social*, nº 14.

Senent, J. M. (coord.) (2004) "Comparative analysis of non-teaching studies of education in Europe" design of the Degree in Pedagogy and Social Education*.* ANECA (Madrid).

Senent, J. M. (2008) "Titles in education: a comparative historical perspective in Spain and Europe" *Educación XXI, 11.* pp. 43 – 71.

Serapicos, A. M. ; Samagaio, F. ; Trevisan, G. (2011) "Constructing and (re) constructing professional identities: an analysis on Portuguese social educators" *Revue de FESET, nº 20/21.*

Share, P. (2005) "Professionalization and social care in Ireland". *Building on differences: Cooperation in social educational contexts*. Annual Seminar FESET, Barcelona, 13-15 October 2005.

Smith, M. K: (2009) "Social pedagogy" *The encyclopedia of informal education* (htpp://www.infed.org/biblio/b-scoped.htm).

Solberg, A. K. (2010) "Dilemmas of identity and loyalty in professional Social Work" *Revue de FESET, nº 18/19.*

Stephens, P. (2009) "The nature of social pedagogy: an excursion in Norwegian territory" *Child and Family Social Work, 14-3,* pp. 343 – 351.

Vicenti, G. (2011) "Social Work or Social management, a discussion of the recent national changes in the Social Work B.A. program in Denmark with respect to the IFSW definition of Social Work" *Conference Book Sustainable Social Development and Economic Changes*,

ENSACT Conference, 10-13 April 2011.

Viché González, M. (2003): "Validity of a practice. Necessity of a profession". *Papers d'animació i educació social*. Published   http://www.auqdernsdigitals,net

Volpin, S. (2011) "La formazione e il profilo dell'Educatore Professionale - Indagine nel contesto europeo dell'Istruzione Superiore e delle professioni regolamentate" Tesis de la Università degli Studi di Padova - Facoltà di Scienze della Formazione.

Woebcke, Manfred. "The Social Work Profession and Social Work Education in Europe". EUSW (European Social Work), Annual Meeting Report, Dornbirn: 26th June 2003.

Legislation:

Directive 2006/123/CE from the European Parliament and the Council 12th December 2006 referred to the services in the internal market (L 376/36).

Directive 2005/36/CE from the European Parliament and the Council 7th September 2005 referred to the recognition of professional qualifications.

Green Book..Modernize The Directive of Professional Qualifications. COM (2011) 367.

Web pages:

GENERAL

European Commission – DG	www.ec.europa.eu/internal_market/
Internal Market	
European Parliament – IMCO	www.europarl.europa.eu/activities/comitees
Your Europe	www.ec.europa.eu/youreurope
AIEJI	www.aieji.net/
ENSACT	http://www.ensact.org/
EASSW	http://www.eassw.org/
ICSW	http://www.icsw.org/
FICE - Europe	http://www.fice-europe.org/1024.html
IFSW	www.ifsw.org/

PER COUNTRIES

Austria

Institute of social pedagogy	http://www.sozialpaedagogik-stams.at/
Group of professionals social educators	http://www.sozialpaedagogik-ooe.at/
Viennese Association of youth centres	http://typo.jugendzentren.at/vjz/index.php?188
Training School of Social Educators in Lindz	http://www.phdl.at/index.php?id=740
Training School of Social Educators in Graz	http://kphgraz.at/ksp/
Institute of Socialpedagogy Stams	http://www.sozialpaedagogik-stams.at/
Training School of Social Educators in Wien	www.arge-akademie.com/kolleg_sozialpaedagogik.htm
Training School of Social Educators in Baden	http://www.bisopbaden.ac.at/

Germany

Association of youth educators	http://www.vegjd.de/
German society of Educative sciences.	http://www.dgfe.de/
List of Universities with Sozialearbeit (social work in English	http://www.socialwork.de/
Catholic University of applied sciences	http://www.kh-freiburg.de/

Belgium Flemish

Flemish Association for Orthopedagogen	http://www.vtvo.be/
University of Leuven	http://ppw.kuleuven.be/
Fris Research Portal	http://www.researchportal.be

Czech Republic

Laberinth Organization	http://www.labyrint-svc.cz
Středisko volného času Klíč, příspěvková organizase. Leisure Centre	http://www.klicfm.cz/kontakty
PDF UHK	http://loxias.uhk.cz/kpp/dps/pgvc.php
The Department of social	http://www.ped.muni.cz/wsocedu/index.php?q=node/12

pedagogy

Socialni Revue	http://socialnirevue.cz/item/organizace-sdruzujici-socialni-pracovniky-a-jim-podobne/category/profesni-organizace
Asociations of educators in social worki	http://www.asvsp.org/

Ireland

Social Care Gateway	http://staffweb.itsligo.ie/gateway/asp/whatis.asp
Resident Managers Association	http://residentmanagersassociation.com/

Italy

Social Education Website	http://www.eduprof.it/

Latvia

Biggest center of Formation in Social Education	http://www.attistiba.lv/index.html?l=3

The Netherlands

NVO	http://www.nvo.nl/
Professional Register BAMw	http://www.bamw.nl/
Phorza	http://www.phorza.nl/
Magazine about the educative professions	http://www.sozio.nl/
Social Pedagogy	http://pdf.swphost.com/sph/bio.pdf

France

Specialised Education	www.educationspecialisee.fr/
Social LInk	www.lien-social.com/
Social Work	www.travail-social.com/
Web page for Social sector	www.lesocial.fr/

Finland

Finnish Federation for Wealthfare and Health.	http://www.stkl.fi/2002_english.html
Arcada University	http://www.arcada.fi/

Portugal

Social Education Website	http://www.educacaosocial.org.br/
Blog for a better world	http://paraummundomelhor.blogs.sapo.pt/1108.html
Blog Social Education in	http://educacaosocial1.blogspot.com/

Portugal

Romania

Pestalozzi Foundation	http://www.pestalozzi.ro/

Sweden

Teachers Federationndet	www.lararforbundet.se
Graduates SSR	www.akademssr.se

United Kingdom

ThemPra	www.thempra.org.uk/concepts.htm
Social Pedagogy UK	www.socialpedagogyuk.com/
Northen Ireland Social Care	www.niscc.info/faqs-47.aspx

Council

Children Webmag	www.childrenwebmag.com/t/fice
Social Pedagogy	www.social-pedagogy.co.uk/network.htm

Development Network

Community Care	www.communitycare.co.uk

Norway

Carers Formation	http://www.hiak.no/eng/about-us?lang=eng
Educators Formation	http://www.hioa.no/index.php?lang=eng&path=http:&file

11 ANNEXES

Annex 1. European Commission Database

The **European Commission Database** address is :
http://ec.europa.eu/internal_market/qualifications/regprof/index.cfm?fuseaction=home.home

One of the major difficulties encountered has been that the professional categories where States have framed the profession do not match. We can see it with a clear example of two countries where we know with certainty that the profession is regulated: the Italian "Educatore sociale" appears in the category of "Child Care Worker" whereas the "Socialinis pedagogas" from Lithuania appears in the correct category of "Social pedagogues" (social educators). This is due to that professional categories are available in English, French and German, and there are multiple problems when performing the translations as we have pointed out. On the other hand, it could be possible that the national points of contact in each country did not know the profession (as we have proven on many occasions when contacting them) and thus where to locate it more correctly. We have found virtually the same number of regulated professions by country (12) as categories in which they fall (10).

The analysis has been done on the basis of the search for these categories, using words like "pedagogy", "pedagogues", "social", etc. Subsequently we have been analyzing profession by country performing specific tabs for each.

Below there is the selection of regulated professions on the European commission Database, the Member State to which belong, if there is mobility and from which countries, and professional category in which they are included:

Profession	State	Mobilities	Professional category
Sozialpädagoge	Germany	- Slovenia - Romania - The Netherlands - Greece	Child Care Worker (Children carers)
Vychovávateľ v špeciálnych výchovných zariadeniach a v zariadeniach sociálnych služieb	Slovakia	No	Social Worker
Sociálna práca - zdravotnícky pracovnik v kategórii iný zdravotnícky pracovnik	Slovakia	No	Social Worker
Socialni pedagog - svetovalni delavec	Slovenia	- Slovenia - Finland	Social pedagogue counsellor (Social Educator – assesor)
Socialni pedagog v zdravstveni dejavnosti	Slovenia	- Switzerland - Slovenia - Lithuania - Iceland	Social -pedagogue in health sector (Social Educator in the health área)
Pedagog - svetovalni delavec	Slovenia	- Slovenia - Malta - Luxembourg	Pedagogue-counsellor (Pedagogue – assesor)
Organizator izobraževanja odraslih	Slovenia	No	Organiser in Adult Education
Vzgojitelj v dijaškem domu ali domu za učence	Slovenia	- Slovenia - Malta	Pedagogue in student homes
Sosiaaliohjaaja	Finalndia	- Sweden - Italy - Estonia	Social pedagogue - counsellor (Social Educator – assesor)
Educatores Sociale	Italy	No	Child Care Worker (children carers)
Socialnis Pedagogas	Lithuania	No	Social pedagogue (Social Educator)
Fritidspedagog	Sweden	- Hungary - Germany - Denmark	Team leader in a day care centre for School-Age Children

Educateur Social	Switzerland	- United Kingdom - Sweden - Spain - Slovenia - Slovakia - Portugal - Poland - Italy	Social pedagogue (Social Educator)
Þroskaþjálfi	Iceland	- Germany - Denmark	Social pedagogue (Social Educator)

Annex 2. Databases of Member States and addresses

From 26 Member States we have found the list of professions regulated in 16 of them, from which only in 7 the profession of Social Education appears as regulated (Finland, Ireland, Italy, Lithuania, Slovakia, Slovenia, Sweden)

Member state	Database	Regulated profession
Austria		
Belgium - Wallons	X	
Belgium - Flemish	X	
Bulgary		
Cyprus	X	
Czech Republic		
Denmark	X	
Estonia	X	
Finland	X	X
France	X	
Germany		
Greece		
Hungary		
Ireland	X	X
Italy	X	X
Latvia	X	
Lithuania	X	X
Luxembourg		
Malta		
The Netherlands	X	
Poland		

Portugal	X	
Romania		
Slovakia	X	X
Spain		
Slovenia	X	X
Sweden	X	X
United Kingdom	X	

Database addresses of regulated professions:

Finland	www.oph.fi/english/mobility/recognition/regulated_professions_in_finland
Denmark	www.en.iu.dk/recognition/regulated-professions
Ireland	www.coru.ie/regulated-professionals/professions-to-be-regulated/
Estonia	www.archimedes.ee/enic/modify.php?cat=73
France	www.ciep.fr/enic-naricfr/prof_e.php
Italy	www.politichecomunitarie.it/attivita/60/elenco-professioni-regolamentate
Latvia	www.aic.lv/rec/LV/leg_lv/MK_not/regp_sar.htm
Lithuania	www.profesijos.lt/?pid=12
Portugal	www.mtecbo.gov.br/cbosite/pages/regulamentacao.jsf
Sweden	www.hsv.se/utlandskutbildning/
The	www.bedrijfsbeheer-viabo.be/viabo/beroepsbekwaamheid
Netherlands	
Cyprus	http://www.girltalk.pcs-net.com/b2/wp-content/

11.1 Annex 3 Professional regulation in Social Education and Social Work

Regulated Profesión	Database E.C.		Own Databse	
Country	Social pedagogue	Social Work	Social pedagogue	Social Work
Belgium -Flemish			No	No
Cyprus			No	Professions under SW
Denmark			No	No
Estonia			No	Profession under SW
Finland	Yes	Profession under SW	Sí	Profession under SW
France			No	Social Worker
Germany	Yes	No		
Ireland	No	SW	Yes	Yes
Italy	Yes	Social Worker	Yes	Social Worker
Latvia			No	No
Lithuania	Yes	Professions under SW	Yes	Profession under SW
Luxembourg	Yes	Social Worker		
Malta		SW		
The Netherlands			No	No
Poland		SW		
Portugal			No	Social Worker
Romania		Social Worker		
Slovakia	Yes	Profession under SW		
Slovenia	Yes	Profesions under SW		
Sweden	Yes		Yes	No
United Kingdom		SW		
Norway	Yes			
Switzerland	Yes	Social Worker		
Iceland	Yes			

11.2 Annex 4. Competences, fields of work and ethics code per country.

Below there is the list of the countries in which we have the definition of competences and/or fields of work, as well as the existence or not of a code of ethics. Comparative analysis between them would be one of the pending tasks.

Member sates	Competences	Fields of work	Ethics code
Austria			
Belgium- Wallons			
Belgium -Flemish			
Bulgary			
Cyprus			
Czech Republic			
Denmark	Working on that. Ready in 2012		
Estonia			
Finland			
France			Being developed
Germany	Referred to Formation		
Greece			
Hungary			
Ireland			
Italy			
Latvia			
Lithuania			
Luxembourg	To be determined next to University		

Malta			
The Netherlands			
Poland			
Portugal			
Romania			
Slovakia			
Spain			
Slovenia			
Sweden			
United Kingdom			
Switzerland			
Norway			
Iceland	Referred to formation		

Consejo General de Colegios de Educadoras y

Educadores Sociales - CGCEES

Aragó, 141-143 4a. 08015 Barcelona.
Tel.: + 34 934 521 008 / + 34 661 306 517
Fax: + 34 933 238 052

cgcees@eduso.net / **www.eduso.net**