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HATTON, K. (2013) *Social Pedagogy in the UK. Theory and practice*. London: Russell House Publishing. ISBN: 978-1-905541-89-8

In my view, Hatton's book shows the extent to which social pedagogy has been established in the UK at the beginning of the second decade of the millennium. There is no longer, as was commonplace in the English literature of the first decade, a questioning of the usefulness of social pedagogy and whether it would be appropriate or work within the specific context of the UK. The author highlights the potential of this new approach from multiple perspectives throughout the book, an approach that is essentially alien to the traditional reality of social work aimed at children and young people in residential care. In fact, one of the central tenets of the text is that consolidation of the social pedagogy intervention model can help to bring a new perspective with regard to how to act in the social professions in the UK.

The book is interesting not only because it traces the evolution of social pedagogy in the UK but also because it aims to provide new perspectives and ideas. Said evolution and the specific characteristics of training processes developed by different research centres and universities in relation to social pedagogy training in the UK are presented in a detailed and comprehensive manner. There is also a very interesting browse through the results and conclusions of research conducted in the UK in the last 15 years regarding implementation of the methodological principles of social pedagogy in work with children and young people.

The book is designed as a manual and is constructed in a very didactic manner. Following the introduction, there is a brief outline of the book's structure, which reveals a brief text organized into five sections consisting of a total of 13 chapters, the last of which contains the conclusions. This initial overview thread is continued in each of the chapters, which end with a summary of the main ideas presented. In addition, many of the chapters include specific examples or cases, questions, exercises and practice to help the reader test their level of understanding of the content provided in the text. Finally, it is worth noting that the book concludes with a reading guide on social pedagogy and relevant information on various international organizations related to it.

The first section contains a single chapter providing the context for how social pedagogy has evolved in the UK and how it has been integrated into higher education. It highlights the interest in learning from experiences in other contexts where social pedagogy intervention models are applied (Germany and the Nordic countries), as well as the relevance it may have in improving social work in residential care for children and young people in the UK.

The second section is made up of four chapters, which present the development of social pedagogy theory; the key thinkers on which it is based (mainly Pestalozzi, Vygotsky, Diesterweg, Froebel, Dewey and Freire); a theoretical model of intervention known as the CRISP model; and a final analysis of the relationship between social pedagogy and power.

I believe the so-called CRISP model to be one of the main contributions of this book. The three elements that make up the model, Creativity, Inclusion and Social Pedagogy, intersect through what constitutes the model's core: the concept and practice of "The common third". This is a key concept in social pedagogy which, from the author's point of view, allows the interaction of the three elements comprising the model to be linked and organized.

Section Three of the book deals with social pedagogy practice. The first of the five chapters provides the views of international students trained in social pedagogy in the UK, recounting their experiences and how they have integrated the different concepts and principles. The remaining four chapters deal with analysing the potential of social pedagogy in four specific areas of work.

The following chapter deals with residential care services for children, one of the areas to have paid most attention to social pedagogy. In fact, as others have already pointed out (Cameron et al., 2011), interest in social pedagogy in the UK has focused on the effectiveness that it could have in this area. In this section, the author presents numerous studies that demonstrate the usefulness of this approach in services where it has been introduced.

The third chapter of this section presents socio-pedagogical work for accompanying and helping marginalized young people in their social reintegration processes. This is done using international examples to link this work with positive youth development, community development and participatory approaches. The following chapter shows how via processes of personalization and co-production it is possible to apply social pedagogy to the field of Social Care and working with people with disabilities. The last chapter in the section relates social pedagogy and community development.

The fourth section focuses on the potential contributions of the social pedagogy model to the practices of Social Work and Social Care in the UK.

Finally, the fifth section, which focuses exclusively on conclusions, reiterates the relevance of social pedagogy for current professional practices in the social sphere in the UK. As the author specifically points out in relation to the social professions as a whole, "*we need to integrate social pedagogy, inclusion and community perspectives to refocus social work*" (p. 99). In this same section, Hatton also promotes the development of what he calls Structural Social Pedagogy; however, although he characterizes in a generic way, he does not, in my opinion, say enough about what it might consist of.

And finally, it is worth noting that one of the peculiarities of this book is that it does not present social pedagogy as a discipline or even as a profession, often the

case in other spheres and contexts. Rather, in the very first pages of the text, social pedagogy is defined as a service and it is noted that its focus is inclusion, social functioning and social competence.

## **References**

Cameron, C. and Moss, P. (Eds.) (2011) *Social Pedagogy and working with children and Young people. When care and education meet*. London and Philadelphia: Jessica Kingsley Publishers.