



## METADATA

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## Abstract

Migration and social pedagogy - the structure of relations between social process and phenomenon as well as a system and field of action in societies are now seen as a recognized normality in a migration society. According to the authors' view, the relationship between social pedagogy and immigration describes only a specific orientation for action that needs to be considered from a broader perspective. Heterogeneity as a horizontal issue is analyzed in socio-pedagogical contexts and especially in different fields of action. Socio-pedagogical theory opens a broader perspective on the relationship between individuals, with and without an immigrant background, and society. Social pedagogy has often changed over the decades of immigration in Europe. It is always a reflection of socio-political developments. According to the historiography of immigration, which

is usually referred to as a sequence of phases of different analysis regarding the policy of foreigners, the historical development of social pedagogy can also be interpreted as a sequence of social and socio-political discourses. Social pedagogy is shaped by the contexts that are set by politics, society, science and their audiences through their respective narratives, expectations, changing theoretical foundations or individual needs. Therefore, it makes sense to integrate the lines of development of social pedagogy in the context of continuous forced migration into the history of global migration policy. This is consistently described as a sequence of overlapping and alternating phases. Social pedagogy has responded to this with different concepts. Such a classification is "realistic, structural and heuristic", i.e. it takes place only after the fact.